DOCUMENT RESUME

ED 112 657 FL 007 115

AUTHOR Campbell, Russel N.

TITLE English for Vietnamese Speakers. Vol. 1. Pronunciation. Teachers Guide with Accompanying Students Guide. Experimental Edition.

INSTITUTION Southeast Asian Regional English Project, Saigon (South Vietnam).

SPONS AGENCY Michigan Univ., Ann Arbor.

PUB DATE 60

NOTE 151p.; For related documents, see FL 007 114, 116 and 117

EDRS PRICE MF-$0.76 HC-$8.24 Plus Postage

DESCRIPTORS *English (Second Language); *Instructional Materials; Language Instruction; Language Skills; Oral English; Pattern Drills (Language); Phonology; *Pronunciation; Second Language Learning; *Teaching Guides; Teaching Methods; Textbooks; *Vietnamese

IDENTIFIERS Pike (Kenneth L)

ABSTRACT

This is the first in a four-volume experimental series of instructional materials on English for Vietnamese speakers. This volume deals specifically with pronunciation. The lessons are based on a systematic comparison between the Vietnamese and English sound systems, including intonation and stress patterns; the theoretical basis for the comparison is the theory of Kenneth L. Pike. A specific method for presenting sounds to the students is outlined, stressing the fact that the teaching of pronunciation should be systematic. Learning proper pronunciation will improve other skills, such as reading and writing. There are thirty-two lessons, each containing a teacher's guide for presenting and teaching the material and a student's guide for pronunciation practice. (CLK)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED11265

ENGLISH

For

VIETNAMESE SPEAKERS

VOLUME I . . . . PRONUNCIATION

TEACHERS GUIDE
With
Accompanying Students Guide

U S DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by

Russel N. Campbell

FL007115
10-75-27

Southeast Asian Regional English Project,
University of Michigan

Experimental Edition

ENGLISH
for
VIETNAMESE SPEAKERS

VOL. I	PRONUNCIATION
VOL. II	GRAMMAR
VOL. III	PATTERN PRACTICE
VOL. IV	VOCABULARY

Produced by
Southeast Asian Regional English Project, University of Michigan

Dr. Edward M. Anthony, Director
Dr. Warren G. Yates, Deputy Director
Dr. Bryce Van Syoc, Chief, Materials Préparation

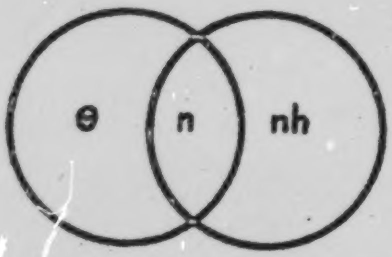
SEAREP, USOM Project

3

FOREWORD

In recent years a great deal of progress has been made in the application of linguistic science to the teaching of foreign languages. It therefore seems advisable to write textbooks which take advantage of these recent developments. The staff of the Southeast Asian Regional English Project has attempted to use these developments in writing a series of textbooks which will be of great use both to the English teachers of Vietnam and to their students.

This pronunciation book is the first volume of a series of books written especially for English instruction in Vietnam. The lessons are based on a systematic comparison between the Vietnamese and English sound systems. This means that a scientific comparison of the two sound systems has been made to find out which sounds are present in both languages and therefore do not have to be taught, and which sounds are present in English but do not occur in Vietnamese, and therefore present problems in learning. The accompanying diagram illustrates what is meant.



1. Sounds occurring only in English. (Teaching problems)

3. Sounds occurring only in Vietnamese. (Not in the lessons)

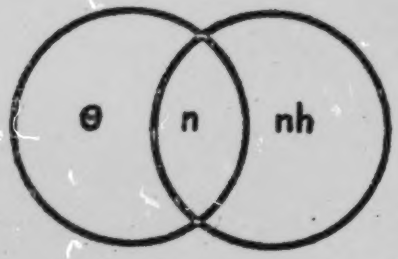
2. Sounds Occurring in Both English and VN

It is clear that lessons in English must give much attention to the recognition and production of sounds in the first category. On the other hand, little attention needs to be given to sounds in categories 2 and 3. Of equally great importance are those sounds in Vietnamese which, in some respects, are phonetically similar to sounds in English, but are not sufficiently like the English sounds to be classed as the same. These require special attention and the lessons contained in this book have drills to help teach such English sounds to Vietnamese students.

This comparison of the two languages has also revealed facts about stress and intonation which have been included in the lessons.

The linguistic comparison used in the preparation of these lessons is largely the result of extensive research and writing carried on by Mr. William Stacey, English Language Institute of the University of Michigan, and a member of the Southeast Asian Regional English Project. The initial analysis of the English sound system is largely the result of many years of research and experience of the staff at the English Language Institute at the University of Michigan. Perhaps the largest single contributor is Dr. Kenneth L. Pike, who was formerly part of the Institute staff. The intonation drills in the book are based completely on Dr. Pike's work.[1]

The symbols used to represent the English sounds are based on the International Phonetic Association Alphabet. The Association's symbols have been especially adapted, however, to meet certain special linguistic needs which became apparent through the comparison of Vietnamese and English sounds. The transition between the system of symbolization used in this book and other systems which may be found in the of a series of books written especially for English instruction in Vietnam. The lessons are based on a systematic comparison between the Vietnamese and English sound systems. This means that a scientific comparison of the two sound systems has been made to find out which sounds are present in both languages and therefore do not have to be taught, and which sounds are present in English but do not occur in Vietnamese, and therefore present problems in learning. The accompanying diagram illustrates what is meant.


1. Sounds occurring only in English. (Teaching problems)
θ
n
nh
3. Sounds occurring only in Vietnamese. (Not in the lessons)
2. Sounds Occurring in Both English and VN

It is clear that lessons in English must give much attention to the recognition and production of sounds in the first category. On the other hand, little attention needs to be given to sounds in categories 2 and 3. Of equally great importance are those sounds in Vietnamese which, in some respects, are phonetically similar to sounds in English, but are not sufficiently like the English sounds to be classed as the same. These require special attention and the lessons contained in this book have drills to help teach such English sounds to Vietnamese students.

This comparison of the two languages has also revealed facts about stress and intonation which have been included in the lessons.

The linguistic comparison used in the preparation of these lessons is largely the result of extensive research and writing carried on by Mr. William Stacey, English Language Institute of the University of Michigan, and a member of the Southeast Asian Regional English Project. The initial analysis of the English sound system is largely the result of many years of research and experience of the staff at the English Language Institute at the University of Michigan. Perhaps the largest single contributor is Dr. Kenneth L. Pike, who was formerly part of the Institute staff. The intonation drills in the book are based completely on Dr. Pike's work.[1]

The symbols used to represent the English sounds are based on the International Phonetic Association Alphabet. The Association's symbols have been especially adapted, however, to meet certain special linguistic needs which became apparent through the comparison of Vietnamese and English sounds. The transition between the system of symbolization used in this book and other systems which may be found in the more recent pronouncing dictionaries will be found relatively easy for the serious student. Since no dictionary on the market provides an adequate system of symbolization of English sounds for Vietnamese students, it was evident that a system of symbols especially adapted to the Vietnamese-English linguistic needs was required. Certain symbols, such as š, č, ǰ, ž, were used purely because of typographical convenience. The lines used to show intonation contours are based on those found in Pike, Intonation of American English.

---

[1] Pike, Kenneth L., The Intonation of American English, University of Michigan Press, Ann Arbor, Michigan, 1945

The content of the lessons in this Teachers' Guide includes a well tested method for presentation of the sounds to the students. It also includes techniques for thorough drilling of all the individual sounds of English together with the stress and intonation patterns which are an integral part of the language, and which must be learned. The sounds are drilled in monosyllables first, and then in larger words or utterances so that they are practiced in both stressed and unstressed positions wherever this is significant.

In these lessons the students are first taught to recognize the contrasts between two or more English sounds. When the student can identify the two contrasting sounds, the teacher proceeds to the next learning step which is to have the students learn to produce the sounds. EVENTUALLY THE STUDENTS ARE EXPECTED TO PROVIDE THE SOUNDS AS A MATTER OF HABIT. Thus when the student has finished the lessons he should have made measureable progress in his ability to understand and speak acceptable English.

Since it is not possible for native speakers of English to train all students of English in Vietnamese, the lessons seek to guide the Vietnamese teacher step by step in the correct presentation of English sounds. To further aid the teacher, the lessons seek to guide him step by step in the method of conducting the class for maximum learning. THE TEACHER MUST BE CAREFUL NOT TO TEACH THE MATERIAL ABOUT THE PRONUNCIATION OF ENGLISH CONTAINED IN THE TEACHERS GUIDE TO THE STUDENTS. THE MATERIAL IN THE STUDENT GUIDE IS WHAT THE STUDENTS MUST LEARN, BUT THE TEACHERS GUIDE WILL AID THE TEACHER IN HELPING EACH STUDENT TO LEARN THE SOUNDS IN THE STUDENT GUIDE CORRECTLY. By using the directions in the Teachers Guide, the teacher's own voice may be used as a model during the instruction. Although recordings for each lesson are being produced to aid the teacher, he can carry on the instruction even if the recordings are not available, by studying the Teachers Guide carefully before each lesson. It cannot be stressed too much that the teacher should study the Teachers Guide thoroughly before attempting to teach the material in the Student Guide. Each of the lessons in the Teachers Guide includes the Students Guide.

It should be emphasized that the teaching of pronunciation should not be haphazard. It should be taught systematically and if possible in the earliest stages of language learning. If students have learned to pronounce certain sounds of English incorrectly, they can overcome this difficulty by systematic practice. The learning then becomes remedial. If the student learns the correct pronunciation of English sounds from the start, he will find it very much easier than if he has to take a remedial course to correct pronunciation badly learned. The question is sometimes raised if it is [illegible] necessary to learn English pronunciation if the primary aim in learning [illegible] language is to be able to read and write it. Experience proves that even if the goal of language study is only to read and write, the student learns those two skills much more readily if he first learns to speak the language. If he learns to speak it well, he will, in any case, find that reading and writing can be learned much more readily than if he struggles along without the aid of the spoken form.

It is hoped, of course, that the talented teacher will develop additional techniques of presentation beyond those given in the book as he gains experience in the use of these lessons.

the stress and intonation patterns which are an integral part of the language, and which must be learned. The sounds are drilled in monosyllables first, and then in larger words or utterances so that they are practiced in both stressed and unstressed positions wherever this is significant.

In these lessons the students are first taught to recognize the contrasts between two or more English sounds. When the student can identify the two contrasting sounds, the teacher proceeds to the next learning step which is to have the students learn to produce the sounds. EVENTUALLY THE STUDENTS ARE EXPECTED TO PROVIDE THE SOUNDS AS A MATTER OF HABIT. Thus when the student has finished the lessons he should have made measureable progress in his ability to understand and speak acceptable English.

Since it is not possible for native speakers of English to train all students of English in Vietnamese, the lessons seek to guide the Vietnamese teacher step by step in the correct presentation of English sounds. To further aid the teacher, the lessons seek to guide him step by step in the method of conducting the class for maximum learning. THE TEACHER MUST BE CAREFUL NOT TO TEACH THE MATERIAL ABOUT THE PRONUNCIATION OF ENGLISH CONTAINED IN THE TEACHERS GUIDE TO THE STUDENTS. THE MATERIAL IN THE STUDENT GUIDE IS WHAT THE STUDENTS MUST LEARN, BUT THE TEACHERS GUIDE WILL AID THE TEACHER IN HELPING EACH STUDENT TO LEARN THE SOUNDS IN THE STUDENT GUIDE CORRECTLY. By using the directions in the Teachers Guide, the teacher's own voice may be used as a model during the instruction. Although recordings for each lesson are being produced to aid the teacher, he can carry on the instruction even if the recordings are not available, by studying the Teachers Guide carefully before each lesson. It cannot be stressed too much that the teacher should study the Teachers Guide thoroughly before attempting to teach the material in the Student Guide. Each of the lessons in the Teachers Guide includes the Students Guide.

It should be emphasized that the teaching of pronunciation should not be haphazard. It should be taught systematically and if possible in the earliest stages of language learning. If students have learned to pronounce certain sounds of English incorrectly, they can overcome this difficulty by systematic practice. The learning then becomes remedial. If the student learns the correct pronunciation of English sounds from the start, he will find it very much easier than if he has to take a remedial course to correct pronunciation badly learned. The question is sometimes raised if it is [illegible] necessary to learn English pronunciation if the primary aim in learning [illegible] language is to be able to read and write it. Experience proves that even if the goal of language study is only to read and write, the student learns those two skills much more readily if he first learns to speak the language. If he learns to speak it well, he will, in any case, find that reading and writing can be learned much more readily than if he struggles along without the aid of the spoken form.

It is hoped, of course, that the talented teacher will develop additional techniques of presentation beyond those given in the book as he gains experience in the use of these lessons.

-- W. Bryce Van Syoc
Chief, Materials Preparation
1960

TABLE OF CONTENTS

	Page
FOREWORD by W. Bryce Van Syoc	i
INTRODUCTION	1
LESSON ONE Recognition and Production of [s] and [z]	4
LESSON TWO (Articulation of Stops and Continuants) Recognition and Production of [θ] and [ð]	9
LESSON THREE Recognition and Production of [k] and [g] in Initial and Final Position	13
LESSON FOUR Recognition and Production of [l] and [n] in Final Position Consonant Clusters [nz] and [lz]	16
LESSON FIVE Recognition and Production of Initial [p] and [f]	18
LESSON SIX Recognition and Production of Final [t] and [d] Intonation Drill Production of [t], [st] and [nt]	20
LESSON SEVEN Production of [s] Plus Another Consonant in Initial Position Intonation Drill	22
LESSON EIGHT Production and Recognition of [l] and [r] in Initial Position and in Initial Consonant Clusters Intonation Drill	24
LESSON NINE Recognition and Production of [š] and [č] [št] and [čt] Consonant Clusters Intonation Drill	27
LESSON TEN	30

LESSON ONE 4
Recognition and Production of [s] and [z]

LESSON TWO 9
(Articulation of Stops and Continuants)
Recognition and Production of [θ] and [ð]

LESSON THREE 13
Recognition and Production of [k] and [g] in Initial and Final Position

LESSON FOUR 16
Recognition and Production of [l] and [n] in Final Position
Consonant Clusters [nz] and [lz]

LESSON FIVE 18
Recognition and Production of Initial [p] and [f]

LESSON SIX 20
Recognition and Production of Final [t] and [d]
Intonation Drill
Production of [t], [st] and [nt]

LESSON SEVEN 22
Production of [s] Plus Another Consonant in Initial Position
Intonation Drill

LESSON EIGHT 24
Production and Recognition of [l] and [r] in Initial Position and in Initial Consonant Clusters
Intonation Drill

LESSON NINE 27
Recognition and Production of [š] and [č]
[št] and [čt] Consonant Clusters
Intonation Drill

LESSON TEN 30
Production and Recognition of [f] and [v] in Initial and Final Position and in Consonant Clusters
Intonation Drill

LESSON ELEVEN 33
Pronunciation of Regular Plural and Past Tense Indicators

TABLE OF CONTENTS (Cont'd)

Page

LESSON TWELVE 37
(Introduction to the English Vowel System)
Recognition and Production of [i] and [ɪ]
Intonation Drill

LESSON THIRTEEN 41
Stress Pattern of Noun Modification Structures
Production of [ð]
Intonation Drill

LESSON FOURTEEN 44
Recognition and Production of [e^{i}], [ɛ] and [æ]
Intonation Drill

LESSON FIFTEEN 46
Production of [ld] Consonant Cluster
Intonation Drill

LESSON SIXTEEN 48
Recognition and Production of [θ] , [ð], [t] and [s]
in Final Position
Review of [ð] in Initial Position
Intonation Drill

LESSON SEVENTEEN 50
Sentence Rhythm and Intonation

LESSON EIGHTEEN 52
Recognition and Production of [p] and [b] in Final Position
Rhythm and Intonation Drills

LESSON NINETEEN 54
Recognition and Production of [v] and [w]
Initial Consonant Clusters with [y]
Intonation Drill

LESSON TWENTY 56
Recognition and Production of [o^{u}] and [u]
Intonation Drill
Contracted Forms of "Will"

LESSON TWENTY-ONE 59
Recognition and Production of 3-2 Intonation Pattern
Pronunciation of "CAN" "CAN'T"

Stress Pattern of Noun Modification Structures
Production of [ə]
Intonation Drill

LESSON FOURTEEN 44
Recognition and Production of [e^{i}], [ɛ] and [æ]
Intonation Drill

LESSON FIFTEEN 46
Production of [ld] Consonant Cluster
Intonation Drill

LESSON SIXTEEN 48
Recognition and Production of [θ], [ð], [t] and [s]
in Final Position
Review of [ð] in Initial Position
Intonation Drill

LESSON SEVENTEEN 50
Sentence Rhythm and Intonation

LESSON EIGHTEEN 52
Recognition and Production of [p] and [b] in Final Position
Rhythm and Intonation Drills

LESSON NINETEEN 54
Recognition and Production of [v] and [w]
Initial Consonant Clusters with [y]
Intonation Drill

LESSON TWENTY 56
Recognition and Production of [o^{u}] and [u]
Intonation Drill
Contracted Forms of "Will"

LESSON TWENTY-ONE 59
Recognition and Production of 3-2 Intonation Pattern
Pronunciation of "CAN" "CAN'T"

LESSON TWENTY-TWO 62
Recognition and Production of [u] and [ʊ]
Review of [o^{u}] in Contrast to [u] and [ʊ]
Review of [ž] and [č] in Final Position
Intonation and Rhythm Drills

TABLE OF CONTENTS (Cont'd)

Page

LESSON TWENTY-THREE 64
Recognition and Production of [ǰ]
Rhythm and Intonation Drills
Plural Indicator after [ǰ]

LESSON TWENTY-FOUR 66
Recognition and Production of [ə] and [a]
Rhythm and Intonation Drill
Production of "and"

LESSON TWENTY-FIVE 68
Production of Consonants Following $[a^i]$ and $[o^u]$
Pronunciation of the Letters of the Alphabet
Pronunciation of "has to" and "have to" before a Verb

LESSON TWENTY-SIX 70
Production of Initial Consonant Clusters
Word Stress
Rhythm and Intonation Drill

LESSON TWENTY-SEVEN 72
Recognition and Production of [ɛ] and [ɪ]
Reduced Forms of him, her, and them

LESSON TWENTY-EIGHT 74
Sentence Stress
Breath Pauses in Reading Exercise

LESSON TWENTY-NINE 76
Recognition of [ʊ] and [ə]
Reading Exercise
Pronunciation of Intervocalic [t]

LESSON THIRTY 78
Production and Recognition of [-b-] and [-v-] in Medial Position
Intonation Drill
Reading Exercise

LESSON THIRTY-ONE 80
The Recognition and Production of [ž]
Pronunciation of the Contracted Form of "have"
Reading Exercise

LESSON TWENTY-FOUR 66
Recognition and Production of [ə] and [a]
Rhythm and Intonation Drill
Production of "and"

LESSON TWENTY-FIVE 68
Production of Consonants Following [a^i] and [o^u]
Pronunciation of the Letters of the Alphabet
Pronunciation of "has to" and "have to" before a Verb

LESSON TWENTY-SIX 70
Production of Initial Consonant Clusters
Word Stress
Rhythm and Intonation Drill

LESSON TWENTY-SEVEN 72
Recognition and Production of [ɛ] and [ɪ]
Reduced Forms of *him*, *her*, and *them*

LESSON TWENTY-EIGHT 74
Sentence Stress
Breath Pauses in Reading Exercise

LESSON TWENTY-NINE 76
Recognition of [ʊ] and [ə]
Reading Exercise
Pronunciation of Intervocalic [t]

LESSON THIRTY 78
Production and Recognition of [-b-] and [-v-] in Medial Position
Intonation Drill
Reading Exercise

LESSON THIRTY-ONE 80
The Recognition and Production of [ž]
Pronunciation of the Contracted Form of "have"
Reading Exercise

INTRODUCTION

1. SOUNDS AND SYMBOLS. In English there are only five letters to represent fourteen distinctive vowel sounds:

a.	The letter a may represent the sounds	[æ] as in fat [ɔ] as in call [a] as in father
	The letter i may represent the sounds	[ɪ] as in big [a^i] as in child
	The letter e may represent the sounds	[ɛ] as in bet [i] as in see
	The letter o may represent the sounds	[a] as in not [u] as in food [ʊ] as in good
	The letter u may represent the sounds	[ʊ] as in full [ə] as in but
	The letters ai may represent the sound	[e^i] as in bait
	The letters oa may represent the sound	[o^u] as in foam
	The letters oi may represent the sound	[o^i] as in join
	The letters ou may represent the sound	[a^u] as in house
b.	The letters i, u, o, e, before r all may represent the sound	[ɚ] as in girl, turn, word, term.

2. Frequently in English, one sound may be represented many different ways. For example, notice that the sound [i] is spelled differently in each of the following words:

me	[mi]	machine	[məšin]
bee	[bi]	believe	[bɔliv]
bean	[bin]	people	[pipəl]
receive	[rɪsiv]	key	[ki]

Other words that have different spellings but the same pronunciation are :

no	know	[nou]
made	maid	[me^{i}d]
seen	scene	[sin]
meat	meet	[mit]
one	won	[wən]
new	knew	[nu]

3. The letters "oo" in the word boot is pronounced [u] , but in the word book, "oo" is pronounced [ʊ] . Other examples of the same spelling of vowel sounds but different pronunciations are:

a.	ou in rough is	[ə]	b.	o in not is	[a]
	ou in cough is	[ɔ]		o in toll is	[ou]
	ou in dough is	[o^u]		o in to	[u]

[a^{i}] as in child

The letter e may represent the sounds [ɛ] as in bet
[i] as in see

The letter o may represent the sounds [a] as in not
[u] as in food
[ʊ] as in good

The letter u may represent the sounds [ʊ] as in full
[ə] as in but

The letters ai may represent the sound [e^{i}] as in bait

The letters oa may represent the sound [o^{u}] as in foam

The letters oi may represent the sound [o^{i}] as in join

The letters ou may represent the sound [a^{u}] as in house

b. The letters i, u, o, e, before r all may represent the sound [ə́] as in girl, turn, word, term.

2. Frequently in English, one sound may be represented many different ways. For example, notice that the sound [i] is spelled differently in each of the following words:

me	[mi]	machine	[m^{ə}šin]
bee	[bi]	believe	[tɔliv]
bean	[bin]	people	[pipəl]
receive	[rɪsiv]	key	[ki]

Other words that have different spellings but the same pronunciation are :

no	know	[nou]
made	maid	[me^{i}d]
seen	scene	[sin]
meat	meet	[mit]
one	won	[wən]
new	knew	[nu]

3. The letters "oo" in the word boot is pronounced [u] , but in the word book, "oo" is pronounced [ʊ] . Other examples of the same spelling of vowel sounds but different pronunciations are:

a. ou in rough is [ə]
ou in cough is [ɔ]
ou in dough is [o^{u}]
ou in through is [u]

b. o in not is [a]
o in toll is [ou]
o in to [u]

c. oo in hood is [ʊ]
oo in food is [u]

d. ea in bead is [i]
ea in head is [ɛ]

e. a in call is [ɔ]
a. in rat is [æ]

4. In English there are a number of "silent letters," that is, letters that are used in the writing system but are not pronounced in the spoken system. Examples are:

silent t in often
silent e in come
silent p in pneumonia
silent b in comb
silent k in knight

5. Conclusion. The above examples illustrate the highly irregular nature of the English spelling system. Because of this irregularity, and because previous experience has shown it to be a valuable tool, a special alphabet will be used in these lessons. The symbols of the special alphabet will have a one to one relationship with the contrasting sounds of the spoken language. It is imperative that the teacher learn to read and write these symbols and that the students learn to recognize them as they are used in the presentation of new sound segments. Students have very little difficulty in learning these symbols and will find them extremely useful for review and individual study. The teacher will find the special alphabet an indispensable tool for the presentation of sound segments. Below is a complete list of all of the symbols that will be used and key words in which they occur:

VOWELS

[i]	eat	[ə]	but	[u]	boot		
[ɪ]	it	[ə́]	girl	[ʊ]	good		
[e^i]	date	[a]	not	[o^u]	go	[ɔ]	law
[ɛ]	bet	[a^i]	buy	[o]	for		
[æ]	cap	[a^u]	cow	[o^i]	boy		

CONSONANTS

[p]	pen	[ŋ]	sing	[k]	king
[b]	boat	[l]	late	[g]	go
[f]	fine	[y]	you	[č]	chair
[v]	vine	[w]	we	[š]	shoe
[s]	see	[t]	to	[ž]	measure
[z]	zoo	[d]	do	[ǰ]	join
[m]	my	[θ]	think	[h]	house
[n]	no	[ð]	then	[r]	run

6. WORD STRESS. Every English word has one syllable that is louder than the other syllables of that word. This syllable is called the stressed syllable. If a word has only one syllable, when said in isolation, it has an inherent loud stress, thus:

mán
dóg
shíne
splásh
shrímp

7. In words of two or more syllables, one of the syllables is stressed. (Actually there are several degrees of stress, e. g. weak, tertiary, secondary and primary, but in this course we will only be concerned with presence or absence of loud stress.) The position of the stress on a word is fixed and

5. Conclusion. The above examples illustrate the highly irregular nature of the English spelling system. Because of this irregularity, and because previous experience has shown it to be a valuable tool, a special alphabet will be used in these lessons. The symbols of the special alphabet will have a one to one relationship with the contrasting sounds of the spoken language. It is imperative that the teacher learn to read and write these symbols and that the students learn to recognize them as they are used in the presentation of new sound segments. Students have very little difficulty in learning these symbols and will find them extremely useful for review and individual study. The teacher will find the special alphabet an indispensable tool for the presentation of sound segments. Below is a complete list of all of the symbols that will be used and key words in which they occur:

VOWELS

[i]	eat	[ə]	but	[u]	boot		
[ɪ]	it	[ə́]	girl	[ʊ]	good		
[e^i]	date	[a]	not	[o^u]	go	[ɔ]	law
[ɛ]	bet	[a^i]	buy	[o]	for		
[æ]	cap	[a^u]	cow	[o^i]	boy		

CONSONANTS

[p]	pen	[ŋ]	sing	[k]	king
[b]	boat	[l]	late	[g]	go
[f]	fine	[y]	you	[č]	chair
[v]	vine	[w]	we	[š]	shoe
[s]	see	[t]	to	[ž]	measure
[z]	zoo	[d]	do	[ǰ]	join
[m]	my	[θ]	think	[h]	house
[n]	no	[ð]	then	[r]	run

6. WORD STRESS. Every English word has one syllable that is louder than the other syllables of that word. This syllable is called the stressed syllable. If a word has only one syllable, when said in isolation, it has an inherent loud stress, thus:

mán
dóg
shíne
splásh
shrímp

7. In words of two or more syllables, one of the syllables is stressed. (Actually there are several degrees of stress, e. g. weak, tertiary, secondary and primary, but in this course we will only be concerned with presence or absence of loud stress.) The position of the stress on a word is fixed and does not change. As a new word is learned, the position of the stress should be learned. (See Guide 26 for additional discussion of word stress.) Below are examples of stress on words with more than one syllable:

todáy
Súnday
enjóy
sléepy

ínteresting
cárefully
corrúption
tobácco

informátion
intonátion
hospitálity
encyclopédia

8. Contrastive word stress sometimes signals the difference between two words, Because this is true, it is especially important that the stress pattern be

learned:

refúse	réfuse
progréss	prógress
condúct	cónduct
addréss	áddress
perféct	pérfect
recórd	récord
dessért	désert
presént	présent
objéct	óbject

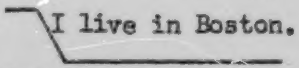
In this book, the first time each word with more than one syllable is introduced, it will be written with [´] to indicate the stressed syllable.

9. INTONATION. Intonation concerns utterances of one or more words and includes loudness (sentence stress), pitch (frequency of vibrations of the vocal cords), and length of the vowel in the most prominent syllable or syllables in the utterance.

I líve in Bóston.

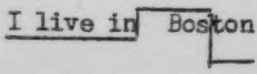
a. Notice that there is a fixed stress on the first syllable of Boston. In this word Bos will always be louder than -ton.

b. If the question that elicits the above statement is, "Who lives in Boston?" the intonation pattern would be:



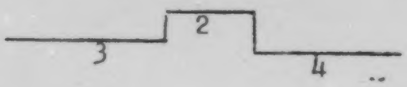
The high part of the intonation line [‾‾‾] indicates that "I" is the syllable with the loudest stress (louder than the fixed word stress of Boston), the highest pitch, and the longest vowel.

c. If the question had been, "Where do you live?", the intonation would be:



Here the highest part of the intonation line [‾‾‾] indicates that the first syllable of Boston is the syllable with the loudest stress, the highest pitch, and the longest vowel. In this utterance the sentence stress and the word stress are on the same syllable.

10. As stated above, the highest part of the intonation line indicates the most prominent syllable in the utterance. The line immediately under the letters indicates the normal pitch and loudness of the voice [___], and the lowest part of the line [___] indicates the level of the voice at the end of the most common kind of utterance (statement), that is, the voice is lower than normal. These levels will be indicated by both intonation lines and referred to by number. The number 4 will indicate the lowest level, 3 will indicate the normal level and 2 will indicate higher than normal, as shown below:



(Note: The elements of

In this book, the first time each word with more than one syllable is introduced, it will be written with [´] to indicate the stressed syllable.

9. INTONATION. Intonation concerns utterances of one or more words and includes loudness (sentence stress), pitch (frequency of vibrations of the vocal cords), and length of the vowel in the most prominent syllable or syllables in the utterance.

I live in Bóston.

a. Notice that there is a fixed stress on the first syllable of Boston. In this word Bos will always be louder than -ton.

b. If the question that elicits the above statement is, "Who lives in Boston?" the intonation pattern would be:

I live in Boston.

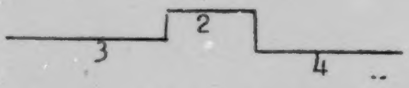
The high part of the intonation line [‾‾‾] indicates that "I" is the syllable with the loudest stress (louder than the fixed word stress of Boston), the highest pitch, and the longest vowel.

c. If the question had been, "Where do you live?", the intonation would be:

I live in Boston.

Here the highest part of the intonation line [‾‾‾] indicates that the first syllable of Boston is the syllable with the loudest stress, the highest pitch, and the longest vowel. In this utterance the sentence stress and the word stress are on the same syllable.

10. As stated above, the highest part of the intonation line indicates the most prominent syllable in the utterance. The line immediately under the letters indicates the normal pitch and loudness of the voice [____], and the lowest part of the line [____] indicates the level of the voice at the end of the most common kind of utterance (statement), that is, the voice is lower than normal. These levels will be indicated by both intonation lines and referred to by number. The number 4 will indicate the lowest level, 3 will indicate the normal level and 2 will indicate higher than normal, as shown below:



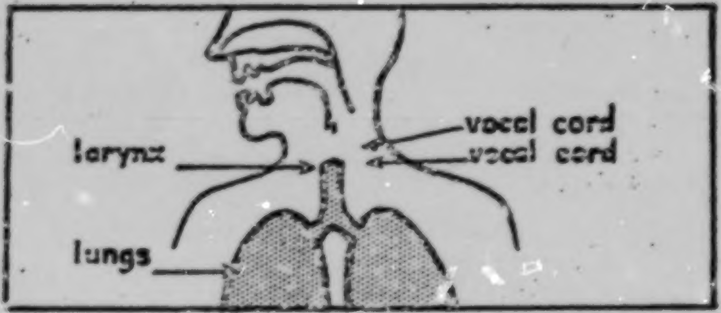
(Note: The elements of pronunciation, that is, the sound segments, word stress, and sentence intonation, have been discussed in this introduction. Each element is equally as important as the others. The lessons in this book are designed to teach these aspects of English pronunciation and reduce the production and recognition of these elements to habit on the part of the student.)

LESSON ONE

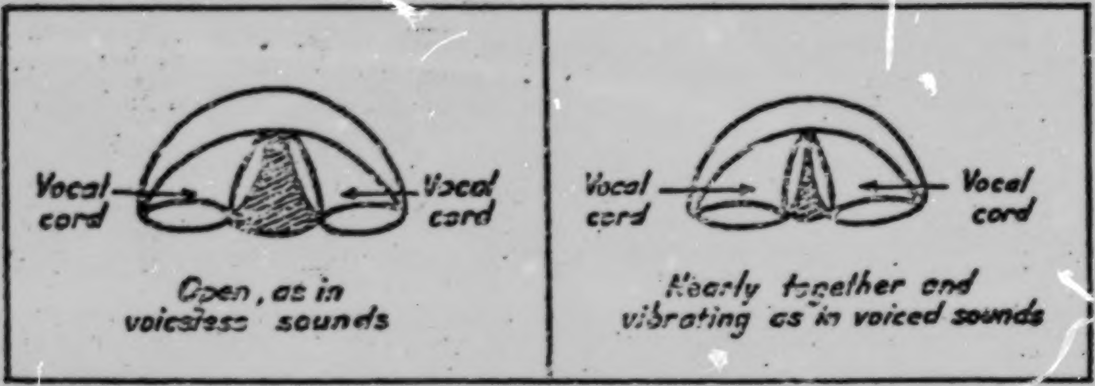
Recognition and Production of [s] and [z]

Teacher Guide One

Note: In English many pairs of sounds are distinguishable only by the presence or absence of vibration of the vocal cords. The vocal cords are lip-like muscles that are found in the larynx in the throat as illustrated in the diagram below:



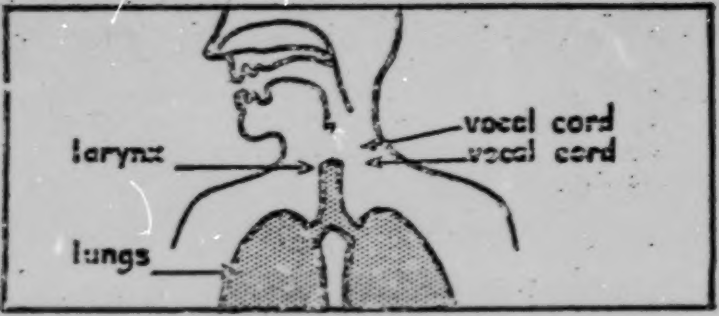
When we produce a sound, air is forced from the lungs up through the larynx. We can either open the vocal cords or bring them nearly together. If we bring them close together as we are producing a sound, they are caused to vibrate by the passing air stream and the result is an accompanying "humming" sound. This vibration of the vocal cords, or humming is called voice, and a sound produced with voice is a voiced sound. If the vocal cords are not brought together, that is, the air is allowed to pass through the larynx freely, there will be no vibration and the sounds produced with no vibration are called voiceless sounds. The diagram on the left below shows the vocal cords open as in the production of voiceless sounds. The diagram on the right below shows the vocal cords nearly together, and thus caused to vibrate, as in the production of voiced sounds.



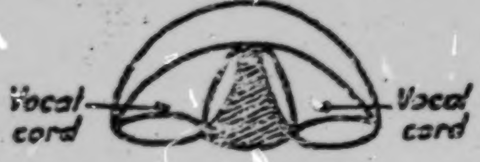
Open, as in voiceless sounds

Nearly together and vibrating as in voiced sounds

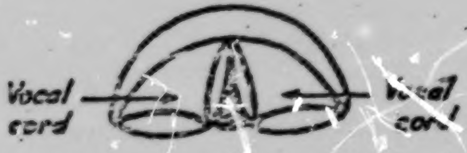
To demonstrate to the students the voiced-voiceless contrast, read the following words in pairs, for example "sink-zinc", directing the students' attention to the initial sound in each word:



When we produce a sound, air is forced from the lungs up through the larynx. We can either open the vocal cords or bring them nearly together. If we bring them close together as we are producing a sound, they are caused to vibrate by the passing air stream and the result is an accompanying "humming" sound. This vibration of the vocal cords, or humming is called voice, and a sound produced with voice is a voiced sound. If the vocal cords are not brought together, that is, the air is allowed to pass through the larynx freely, there will be no vibration and the sounds produced with no vibration are called voiceless sounds. The diagram on the left below shows the vocal cords open as in the production of voiceless sounds. The diagram on the right below shows the vocal cords nearly together, and thus caused to vibrate, as in the production of voiced sounds.



Open, as in voiceless sounds



Nearly together and vibrating as in voiced sounds

To demonstrate to the students the voiced-voiceless contrast, read the following words in pairs, for example "sink-zinc", directing the students' attention to the initial sound in each word:

1	2
sink	zinc
sip	zip
sue	zoo
sag	zag
sing	zing

Inform the students that the initial sound in "sink" and the initial sound in "zinc" are exactly alike except for the addition of voicing in the [z] sound and the lack of voicing in the production of the [s] sound. At this point a brief description of "voicing" should be given the students and a means of stating if a given sound is voiced or voiceless. For example, teach them the words voiced and voiceless or equivalent terms in Vietnamese.

Write the words of 1 and 2 (above) on the blackboard and drill the students on the recognition of the voiceless and voiced sounds [s] and [z] . (Not for student repetition.) Do this by pronouncing one of the words of either column and ask the students if the word is from column 1 or column 2.

For example:

Teacher: "sip"
Students: 1

Teacher: "zoo"
Students: 2

Teacher: "zinc"
Students: 2

Continue this drill until the students can readily identify the proper column for each word given by the teacher.

Continue the same drill but ask the students to respond "voiced" if the first sound in the word given by the teacher is [z] , and "voiceless" if the first sound is [s] .
For example:

Teacher: "sink"
Students: "voiceless"

Teacher: "zag"
Students: "voiced"

Continue this drill until the students can readily give the proper response.

There are other pairs of sounds in English which contrast because of the presence or absence of voicing. Put the words "voiced" and "voiceless" on the blackboard, then give the following words and ask the students to indicate whether they should be written under "voiced" or "voiceless" depending on whether the first sound is voiced or voiceless. Write them on the board.

[fa^{i}n]	fine	[θa^{i}]	thigh
[va^{i}n]	vine	[ða^{i}]	thy
[ba^{i}]	buy	[væt]	vat
[pa^{i}]	pie	[fæt]	fat
[tu]	two	[zu]	zoo
[da^{i}]	die	[su]	sue
[sɪŋ]	sing	[tu]	to
[zɪŋ]	zing	[du]	do

(Under "Voiced", the students should have indicated: vine, buy, die, zing, thy, vat, zoo, and do.

Under "Voiceless", fine, pie, two, sing, thigh, fat, sue, and to.)

the students if the word is from column 1 or column 2.

For example:

Teacher: "sip"
Students: 1

Teacher: "zoo"
Students: 2

Teacher: "zinc"
Students: 2

Continue this drill until the students can readily identify the proper column for each word given by the teacher.

Continue the same drill but ask the students to respond "voiced" if the first sound in the word given by the teacher is [z], and "voiceless" if the first sound is [s].
For example:

Teacher: "sink"
Students: "voiceless"

Teacher: "zag"
Students: "voiced"

Continue this drill until the students can readily give the proper response.

There are other pairs of sounds in English which contrast because of the presence or absence of voicing. Put the words "voiced" and "voiceless" on the blackboard, then give the following words and ask the students to indicate whether they should be written under "voiced" or "voiceless" depending on whether the first sound is voiced or voiceless. Write them on the board.

[fa^{i}n]	fine	[θa^{i}]	thigh
[va^{i}n]	vine	[ða^{i}]	thy
[ba^{i}]	buy	[væt]	vat
[pa^{i}]	pie	[fæt]	fat
[tu]	two	[zu]	zoo
[da^{i}]	die	[su]	sue
[sɪŋ]	sing	[tu]	to
[zɪŋ]	zing	[du]	do

(Under "Voiced", the students should have indicated: vine, buy, die, zing, thy, vat, zoo, and do.

Under "Voiceless", fine, pie, two, sing, thigh, fat, sue, and to.)

1. Drill A and B of Student Guide One for student recognition of [s] and [z] by the following three exercises:

   a. Teacher says: [si si] Are these syllables the same or different? Students respond: (without looking at Student Guide) Same.

Student Guide One

A	B
[si]	[zi]
[so^{u}]	[zo^{u}]
[su]	[zu]
[se^{i}]	[ze^{i}]
[sə]	[zə]

Teacher says: [so^{u} zo^{u}] Same or different?

Students respond: Different.

Teacher: [se^{i} se^{i}] Same or different?

Students: Same.

(Continue this drill until all students can readily hear if the syllables given by the teacher are the same or different. Usually it will be necessary to repeat the exercise about 15 times.)

b. Teacher says: [si] Is this syllable under column A or B?
Students respond: (Looking at Student Guide) A

Teacher says: [zi] Which column?
Students: B

Teacher: [ze^{i}] ?
Students: B

(Continue drill. See note above under 1a.)

c. Teacher Says: [si zi si] Which of these three syllables are the same, one and two, two and three, or one and three?
Students respond: (without looking at the Student Guide) One and three.

Teacher says: [zu zu su] Which are the same?
Students: One and two.

Teacher: [sə zə zə ?
Students: Two and three.
(Continue drill. See note under 1a.)

2. Students repeat the words of C after the teacher (choral repetition, or if the class is very large, divide the class into small groups and have each of the small groups repeat after the teacher in turns). For example:

Teacher says: sing
Students repeat: sing

Teacher: sue
Students: sue
(Continue through all of the words of C.)

3. Point out that the initial sound of the words of C is voiceless.

C		D	
[sɪŋ]	sing	[zɪŋ)	zing
[su]	sue	[zu]	zoo
[sɪp]	sip	[zɪp]	zip
[si]	see	[si]	Z (letter)
[se^{i}n]	sane	[ze^{i}n)	Zane

E

[usə	usə	usə	us)
[əsə	əsə	əsə	əs]
[e^{i}sə	e^{i}sə	e^{i}sə	e^{i}s]
[isə	isə	isə	is]
[æsə	æsə	æsə	æs]
[o^{u}sə	o^{u}sə	o^{u}sə	o^{u}s]

F

[izə	izə	izə	iz]
[æzə	æzə	æzə	æz]
[o^{u}zə	o^{u}zə	o^{u}zə	o^{u}z]
[uzə	uzə	uzə	uz]
[əzə	əzə	əzə	əz]
[e^{i}zə	e^{i}zə	e^{i}zə	e^{i}z]

G		H	
[re^{i}s]	race	[re^{i}z]	raise
[bəs]	bus	[bəz]	buzz
[hɪs]	hiss	[hɪz]	his
[lus]	loose	[luz]	lose
[pra^{i}s]	price	[pra^{i}z]	prize
[pis]	piece	[piz]	peas

I

[sá^{i}lou]	silo
[zíro^{u}]	zero
[zípə]	zipper
[sə́ndi]	Sunday
[səpó^{u}z]	suppose
[sɪpɪŋ]	sipping
[zípɪŋ]	zipping

the exercise about 15 times.)

b. Teacher says: [si] Is this syllable under column A or B?
Students respond: (Looking at Student Guide) A

Teacher says: [zi] Which column?
Students: B

Teacher: [ze^{i}] ?
Students: B

(Continue drill. See note above under 1a.)

c. Teacher Says: [si zi si] Which of these three syllables are the same, one and two, two and three, or one and three?
Students respond: (without looking at the Student Guide) One and three.

Teacher says: [zu zu su] Which are the same?
Students: One and two.

Teacher: [sə zə zə ?
Students: Two and three.
(Continue drill. See note under 1a.)

2. Students repeat the words of C after the teacher (choral repetition, or if the class is very large, divide the class into small groups and have each of the small groups repeat after the teacher in turns). For example:

Teacher says: sing
Students repeat: sing

Teacher: sue
Students: sue
(Continue through all of the words of C.)

3. Point out that the initial sound of the words of C is voiceless.

4. Choral repetition (several times) of the words of D. For example:

Teacher says: zing
Students repeat: zing

Teacher says: zoo
Students repeat: zoo
(Continue through all of the words of D.)

[əsə əsə əsə əs]
[e^{i}sə e^{i}sə e^{i}sə e^{i}s]
[isə isə isə is]
[æsə æsə æsə æs]
[o^{u}sə o^{u}sə o^{u}sə o^{u}s]

F

[izə izə izə iz]
[æzə æzə æzə æz]
[o^{u}zə o^{u}zə o^{u}zə o^{u}z]
[uzə uzə uzə uz]
[əzə əzə əzə əz]
[e^{i}zə e^{i}zə e^{i}zə e^{i}z]

G		H	
[re^{i}s]	race	[re^{i}z]	raise
[bəs]	bus	[bəz]	buzz
[hɪs]	hiss	[hɪz]	his
[lus]	loose	[luz]	lose
[pra^{i}s]	price	[pra^{i}z]	prize
[pis]	piece	[piz]	peas

I

[sá^{i}lou]	silo
[zírou]	zero
[zípə́]	zipper
[sə́ndi]	Sunday
[səpó^{u}z]	suppose
[sɪpɪŋ]	sipping
[zípɪŋ]	zipping

5. Point out to the students that the initial sound of the words of D is voiced and that this is the only difference between the sounds [s] and [z].

6. Choral and individual repetition of the words of C and D in pairs.
For example:

Teacher says: sing zing
Students repeat: sing zing

Teacher says: sue zoo
Students repeat: sue zoo

(Continue through all of the pairs in C and D. Repeat until all students can satisfactorily produce the contrast between [s] and [z] .)

7. Teacher gives any word from column C or from column D and the students give the corresponding word from the other column.
For example:

Teacher: sing
Students: zing

Teacher: zoo
Students: sue

Teacher: sip
Students: zip

(Continue drill.)

(Note: This drill is an oral test to test both recognition and production of the problem sounds. As a word is given, the teacher first notices if the student has heard the initial [s] or [z] and second if they can produce the opposite sounds. This device will be used throughout the book and will be called "Opposite Response Drills." If it is found that the students can not distinguish the problem sounds readily at this point, the above drills should be repeated.

8. (Note: [s] and[z] are also used in final positions to distinguish words in English.) Drill the syllables of E for production of [s] in final position.
For example:

Teacher: [usɔ usɔ usɔ us]
Students: [usɔ usɔ usə us]

Teacher: [əsə əse əse ɔs]
Students: [əse əse əse əs]

Continue until the final [s] , if the last part, is easily produced.
(Note: This is an important drill in teaching production of an unfamiliar sound in final position.)

9. Drill F for production of final [z] .
For example:

Teacher: [izɔ izə izɔ iz]
Students: [izə izɔ izə iz]
Continue drill until final [z] is easily produced. (Note: See 8 above.)

10. Choral and individual repetition of G. (Like 2, above.)

11. Choral and individual repetition of H. (Like 2, above.)

(Continue through all of the pairs in C and D. Repeat until all students can satisfactorily produce the contrast between [s] and [z] .)

7. Teacher gives any word from column C or from column D and the students give the corresponding word from the other column.
For example:

Teacher: sing
Students: zing

Teacher: zoo
Students: sue

Teacher: sip
Students: zip
(Continue drill.)

(Note: This drill is an oral test to test both recognition and production of the problem sounds. As a word is given, the teacher first notices if the student has heard the initial [s] or [z] and second if they can produce the opposite sounds. This device will be used throughout the book and will be called "Opposite Response Drills." If it is found that the students can not distinguish the problem sounds readily at this point, the above drills should be repeated.

8. (Note: [s] and[z] are also used in final positions to distinguish words in English.) Drill the syllables of E for production of [s] in final position.
For example:

Teacher: [usɔ usɔ usɔ us]
Students: [usə usɔ usə us]

Teacher: [əse əse əse ɔs]
Students: [əse əse əse əs]

Continue until the final [s] , if the last part, is easily produced.
(Note: This is an important drill in teaching production of an unfamiliar sound in final position.)

9. Drill F for production of final [z] .
For example:

Teacher: [izɔ izə izɔ iz]
Students: [izə izɔ izə iz]
Continue drill until final [z] is easily produced. (Note: See 8 above.)

10. Choral and individual repetition of G. (Like 2, above.)

11. Choral and individual repetition of H. (Like 2, above.)

12. Choral and individual repetition of G and H in pairs.
For example:

Teacher: [re^{i}s re^{i}z]
Students: [re^{i}s re^{i}z]

Teacher: [bɔs bɔz]
Students: [bɔs bɔz]
(Continue drill.)

13. Opposite response drill using G and H.
    For example:

    Teacher: race
    Students: raise

    (Continue drill. See 7 above.)

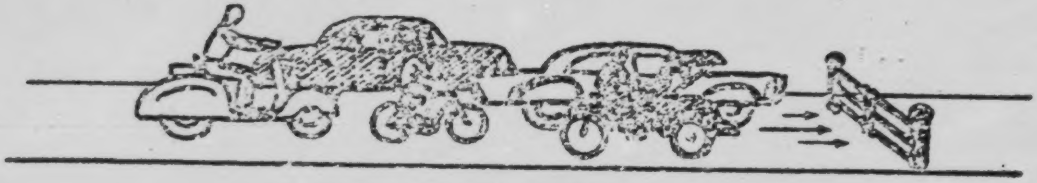
14. Repeat the words of I. Ask the students to point out the loudest syllable in each word. Inform them of the significance of [ˊ]. (See Introduction.)

15. Choral and individual repetition of I. Insist on imitation of the indicated intonation pattern.

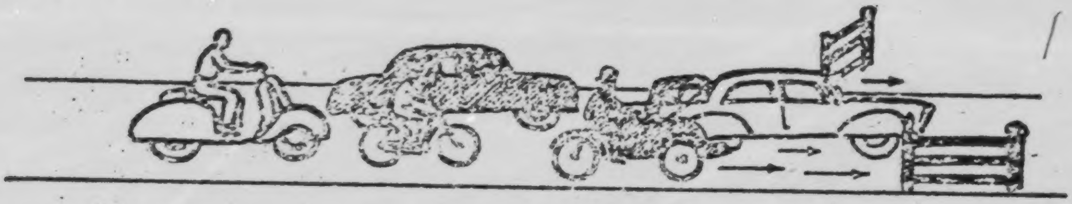
LESSON TWO

(Articulation of Stops and Continuants)
Recognition and Production of [θ] and [ð)

The teaching and learning of [t] as contrasted with [θ] will be greatly facilitated if the articulation of "stops" versus "continuants" is understood by the students. "Stops" are simply sounds produced by cutting off the air stream at one point or another during their production, like [t] in two, [p] in pit, and [k] in comb. "Continuants" are produced with an uninterrupted flow of air from the lungs through the mouth or nose to the outside of the body -- uninterrupted in the sense that the air stream is never completely stopped though it is forced to pass through variously shaped cavities and openings depending on the position of the tongue, lips and velum.

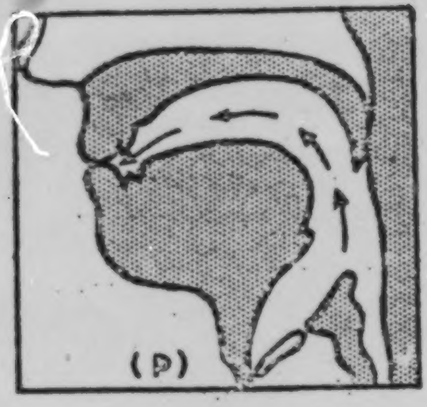


STOP

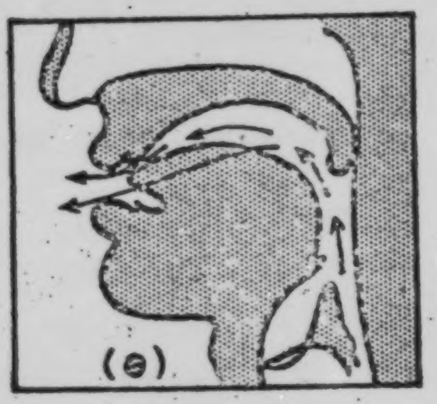


CONTINUANT

This can be demonstrated to the students by comparing the air stream used in speech to a stream of traffic (cars, bicycles, etc.) going along a road. If some obstacle is put across the road that completely stops the traffic before it is allowed to continue down the street, this is similar to what happens to the air stream during the production of [p] . That is, the air stream is completely stopped by the closure of the lips.



If the road is only partially closed and the traffic is forced through a restricted opening but is not stopped completely, this is comparable to the production of a continuant like [θ]. That is, the opening is made smaller but the stream of air continues out of the body.



There are only six "stop" sounds in English, namely, [p, b, t, d, k, and g] The complete stoppage of the air stream for the [p] and [b] occurs at the lips. (See diagram above.) The stop for the [t] and [d] is made with the tip of the tongue against the tooth ridge (See diagram in Lesson Six.) and the stoppage of air in the production of [k] and [g] is made with the back of the tongue against the soft palate. (See diagram in Lesson Three.) All the other sounds (except [č] and [ǰ] , see Lessons 9 & 23) are continuants. All continuants can be continued or prolonged as long as the supply of air in the lungs lasts; thus, when being taught they can be exaggerated to clearly illustrate their respective articulation.

Teacher Guide Two

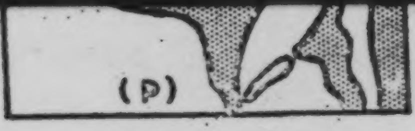
1. Repeat the words of A. Direct the students' attention to the first sound in each word. (This is a known sound in Vietnamese.)
   For example:

   Teacher: [tɪn, tɔt, tɪk]

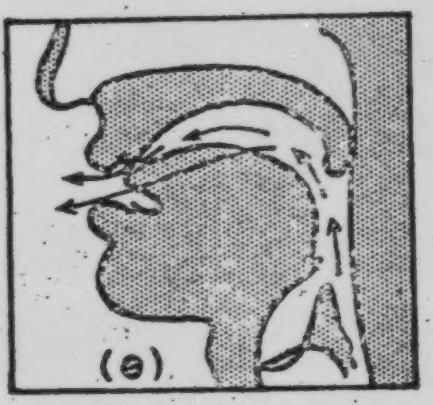
2. Choral repetition of A.

Student Guide Two

A		B		C	
[tɪn]	tin	[θɪn]	thin	[sɪn]	sin
[tɔt]	taught	[θɔt]	thought	[sɔt]	sought
[tɪk]	tick	[θɪk]	thick	[sɪk]	sick
[taⁱ]	tie	[θaⁱ]	thigh	[saⁱ]	sigh
[tæŋk]	tank	[θæŋk]	thank	[sæŋk]	sank
[tim]	team	[θim]	theme	[sim]	seem



If the road is only partially closed and the traffic is forced through a restricted opening but is not stopped completely, this is comparable to the production of a continuant like [θ]. That is, the opening is made smaller but the stream of air continues out of the body.



There are only six "stop" sounds in English, namely, [p, b, t, d, k, and g] The complete stoppage of the air stream for the [p] and [b] occurs at the lips. (See diagram above.) The stop for the [t] and [d] is made with the tip of the tongue against the tooth ridge (See diagram in Lesson Six.) and the stoppage of air in the production of [k] and [g] is made with the back of the tongue against the soft palate. (See diagram in Lesson Three.) All the other sounds (except [č] and [ǰ] , see Lessons 9 & 23) are continuants. All continuants can be continued or prolonged as long as the supply of air in the lungs lasts; thus, when being taught they can be exaggerated to clearly illustrate their respective articulation.

Teacher Guide Two

1. Repeat the words of A. Direct the students' attention to the first sound in each word. (This is a known sound in Vietnamese.)
   For example:

   Teacher: [tɪn, tɔt, tɪk]

2. Choral repetition of A.
   For example:

   Teacher: [tɪn] tin
   Students: [tɪn] tin

Student Guide Two

A		B		C	
[tɪn]	tin	[θɪn]	thin	[sɪn]	sin
[tɔt]	taught	[θɔt]	thought	[sɔt]	sought
[tɪk]	tick	[θɪk]	thick	[sɪk]	sick
[ta^{i}]	tie	[θa^{i}]	thigh	[sa^{i}]	sigh
[tæŋk]	tank	[θæŋk]	thank	[sæŋk]	sank
[tim]	team	[θim]	theme	[sim]	seem

D

[tɔ θɔ tɔ θɔ tɔ]
[ta^{i} θa^{i} ta^{i} θa^{i} ta^{i}]
[sɔ θɔ sɔ θɔ sɔ]
[sa^{i} θa^{i} sa^{i} θa^{i} sa^{i}]

3. Ask the students to describe the pronunciation of [t] , (a voiceless stop made by putting the tongue tip against the tooth ridge). (This would be a good time to introduce the principle of "stops.") Repeat the words of B. Direct the students' attention to the first sound in each word.
For example: (Exaggerate the production of[θ] .)

Teacher: [θɪn, θɔt, θɪk, θai]

5. Ask the students to describe the production of [θ] as they have observed its pronunciation. (Clarify for them -- voiceless, continuant, and tongue tip between the teeth.)

6. Drill for recognition of [t] and [θ] by using the following types of drills: (See Lesson One, No. 1)

a, Teacher: [tɪn - θɪn] Same or different?
Students: Different

Teacher: [θɔt - θɔt] Same or different?
Students: Same
(Continue the drill.)

b. Teacher: [tɪk, tik, θɪk] Which are the same? 1-2, 2-3, or 1-3.
Students: 1-2

Teacher: [θa^{i} ta^{i} θai] Which are the same?
Students: 1-3
(Continue the drill.)

c. Teacher: [θɪk] is from column A or B?
Students: B

Teacher: [θɔt] ?
Students: B
(Continue the drill.) (These drills should be continued until the students can readily hear the difference between [θ] and [t] .)

7. Repeat the above types of recognition drills using B and C. (Note: Both [θ] and [s] are voiceless continuants. The difference of the position of the tongue distinguishes [θ] from [s] . See diagram below.

E		F	
[dæn]	an	[ðæn]	than
[dɛr]	dare	[ðɛr]	there
[dɛn]	den	[ðɛn]	then
[de^{i}]	day	[ðe^{i}]	they
[do^{u}]	doe	[ðo^{u}]	though

G

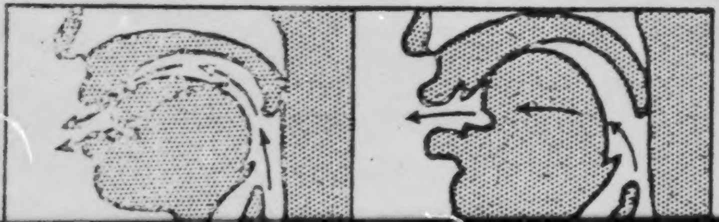
[dæ ðæ dæ ðæ dæ]
[dei ðei de^{i} ðe^{i} de^{i}]
[do^{u} ðo^{u} dou ðo^{u} do^{u}]

H

[θæŋk yu]	Thank you.
[a^{i} θɔt so^{u}]	I thought so.
[a^{i} si səmθɪŋ]	I see something.

I

[ðɪs ɪz ə ko^{u}m]	This is a comb.
[ðɪs ɪz ə kəp]	This is a cup.
[ðɪs ɪz ə pɛn]	This is a pen.
[ðɪs ɪz ə hæt]	This is a hat.
[ðɪs ɪz ə fæn]	This is a fan.



Teacher: [θɪn, θɔt, θɪk, θai]

5. Ask the students to describe the production of [θ] as they have observed its pronunciation. (Clarify for them -- voiceless, continuant, and tongue tip between the teeth.)

6. Drill for recognition of [t] and [θ] by using the following types of drills: (See Lesson One, No. 1)

a, **Teacher:** [tɪn - θɪn] Same or different?
Students: Different

Teacher: [θɔt - θɔt] Same or different?
Students: Same
(Continue the drill.)

H

[θæŋk yu]	Thank you.
[a^i θɔt sou]	I thought so.
[a^i si səmθɪŋ]	I see something.

I

[ðɪs ɪz ə koum]	This is a comb.
[ðɪs ɪz ə kəp]	This is a cup.
[ðɪs ɪz ə pɛn]	This is a pen.
[ðɪs ɪz ə hæt]	This is a hat.
[ðɪs ɪz ə fæn]	This is a fan.

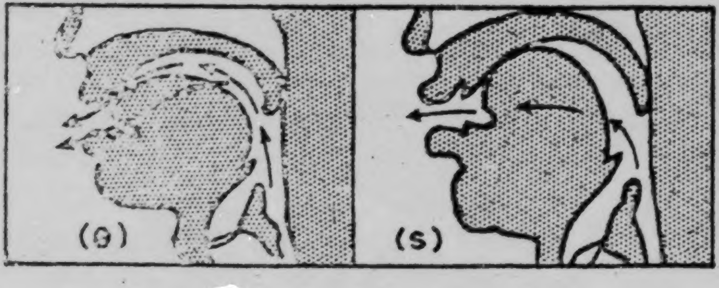
b. **Teacher:** [tɪk, tik, θɪk] Which are the same? 1-2, 2-3, or 1-3.
Students: 1-2

Teacher: [θai tai θai] Which are the same?
Students: 1-3
(Continue the drill.)

c. **Teacher:** [θɪk] is from column A or B?
Students: B

Teacher: [θɔt] ?
Students: B
(Continue the drill.) (These drills should be continued until the students can readily hear the difference between [θ] and [t] .)

7. Repeat the above types of recognition drills using B and C. (Note: Both [θ] and [s] are voiceless continuants. The difference of the position of the tongue distinguishes [θ] from [s] . See diagram below.



8. Choral and individual repetition of D. For example:

Teacher: [tɔ θɔ tɔ θɔ tɔ]
Students: [tɔ θɔ tɔ θɔ tɔ]

Teacher: [ta^{i} θa^{i} ta^{i} θa^{i} ta^{i}]
Students: [ta^{i} θa^{i} ta^{i} θa^{i} ta^{i}]

Teacher: [sɔ θɔ sɔ θɔ sɔ]
Students: [sɔ θɔ sɔ θɔ sɔ]

Continue repetition -- for [θ] , insist on interdental (tongue-tip between teeth) voiceless "continuant" articulation. Do not accept a stop articulation.)

9. Choral repetition of B.
For example:

Teacher: thin
Students: thin

Teacher: thought
Students: thought
(Continue to drill.)

10. Opposite response drill using A and B.
For example:

Teacher: tin
Students: thin

Teacher: thigh
Students: tie

(Continue drill. If students have difficulty in hearing or producing the difference between [t] and [θ] , repeat 3, 4, 5, and 6.)

11. Opposite response drill using B and C.
For example:

Teacher : sought
Students: thought

Teacher: thick
Students: sick
(Continue drill. If students have difficulty in hearing or producing the difference between [s] and [θ] , repeat 7 and 8 above.)

12. Read the words under E. Direct the students' attention to the initial sound in each word. Have the students describe [d] (same as [t] only voiced). Choral repetition of E.
For example:

Teacher: Dan
Students: Dan
(Continue repetition.)

13. Read the words in column F. Direct the students' attention to initial sounds in the words. Ask the students to describe [ð] . (Same as [θ] , only voiced.)

14. Recognition drills using E and F. (See 6, above.)

15. Choral repetition of G. Repeat each line several times. Insist on voiced interdental continuant production of [ð] .
For example:

Teacher:

Teacher: thin
Students: thin

Teacher: thought
Students: thought
(Continue to drill.)

10. Opposite response drill using A and B.
For example:

Teacher: tin
Students: thin

Teacher: thigh
Students: tie

(Continue drill. If students have difficulty in hearing or producing the difference between [t] and [θ], repeat 3, 4, 5, and 6.)

11. Opposite response drill using B and C.
For example:

Teacher: sought
Students: thought

Teacher: thick
Students: sick
(Continue drill. If students have difficulty in hearing or producing the difference between [s] and [θ], repeat 7 and 8 above.)

12. Read the words under E. Direct the students' attention to the initial sound in each word. Have the students describe [d] (same as [t] only voiced). Choral repetition of E.
For example:

Teacher: Dan
Students: Dan
(Continue repetition.)

13. Read the words in column F. Direct the students' attention to initial sounds in the words. Ask the students to describe [ð]. (Same as [θ], only voiced.)

14. Recognition drills using E and F. (See 6, above.)

15. Choral repetition of G. Repeat each line several times. Insist on voiced interdental continuant production of [ð].
For example:
Teacher: [dæ ðæ dæ ðæ dæ]
Students: [dæ ðæ dæ ðæ dæ]

16. Choral repetition of H. Repeat each line several times. Check on production of [θ] in thank, thought and something.

17. Choral and individual repetition of I. Repeat each line several times. Check on the production of [ð] in this, [s] in this, and [z] in is. If the students have difficulty producing these sounds, return to the corresponding drills and review.

LESSON THREE

Recognition and Production of [k] and [g] in Initial and Final Position

Teacher Guide Three

1. Direct the students' attention to the first sound in the words of A as the teacher pronounces them. Ask the students to tell if the [k] is voiced or voiceless; (It is voiceless.) if it is a stop or a continuant (a stop). Using facial diagram, point out that the back of the tongue makes the stop at the velum (soft palate).

2. Repeat the words of B. Ask the students if the first sound is voiced or voiceless; (It is voiced.) stop or continuant (stop). Using facial diagram, point out to the students that [k] and [g] are produced in the same way, except that [g] is voiced and [k] is voiceless. Both are stops.

3. Drill for recognition of [k] and [g].

   a. Teachers: cap - gap Same or different?
      Students: Different
   (Continue drill.)

   b. Which are the same, 1-2, 2-3, or 1-3?
      Teacher: good good could
      Students: 1-2
   (Continue drill.)

   c. Which column A or B?

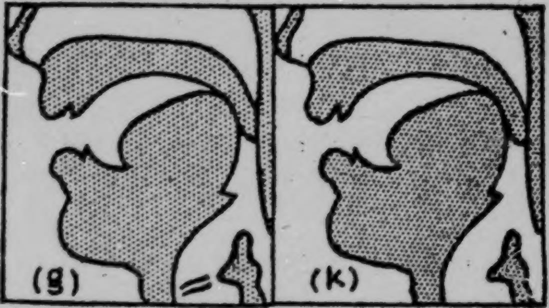
      Teacher: got
      Students: B
   (Continue drill.)

   (Note: It is quite possible that Vietnamese students will readily hear the difference between [k] and [g] if they equate [g] to [ḡ] of the Vietnamese system. To illustrate the difference between [g], the voiced velar stop, and [ḡ], the voiced velar fricative, a set of minimal nonsense syllables can be put on the blackboard and recognition drills used.
   For example:

I	II
[əgə]	[əḡə]
[igə]	[iḡə]
[e^{i}gə]	[e^{i}ḡə]
[agə]	[aḡə]

Student Guide Three

A		B	
[kæp]	cap	[gæp]	gap
[k^{ə}m]	come	[gəm]	gum
[kʊd]	could	[gʊd]	good
[kat]	cot	[gat]	got
[ko^{u}t]	coat	[go^{u}t]	goat



VOICED (g) VOICELESS (k)

C

[əgo^{u} əgo^{u} əgo^{u} go^{u}]
[əga ^{ə}ga əga ga]
[əgæ ^{ə}gæ ^{ə}gæ gæ]
[əgə ^{ə}gə əgə gə]

D

[ko^{u} go^{u} ko^{u} gɔ^{u} ko^{u}]
[ke^{i} ge^{i} ke^{i} gə^{i} ke^{i}]
[kəm gəm kəm gəm kəm]

E		F	
[t^{æ}k]	tack	[tæg]	tag
[p^{ɛ}k]	peck	[p^{ɛ}g]	peg
[bæk]	back	[bæg]	bag
]pɪk]	pick	[pɪg]	pig
[lik]	leak	[lig]	league

G

[^{æ}ga ^{æ}ga æga æg]
[ɛgə ɛgə ɛgə ɛg]
[iga iga iga ig]
[ɔgə ɔgə ɔgə ɔg]

H

beg it, beg it, beg it, beg
peg it, peg it, peg it, peg
leg it, leg it, leg it, leg

a stop or a continuant (a stop). Using facial diagram, point out that the back of the tongue makes the stop at the velum (soft palate).

2. Repeat the words of B. Ask the students if the first sound is voiced or voiceless; (It is voiced.) stop or continuant (stop). Using facial diagram, point out to the students that [k] and [g] are produced in the same way, except that [g] is voiced and [k] is voiceless. Both are stops.

3. Drill for recognition of [k] and [g].

   a. Teachers: cap - gap Same or different?
      Students: Different
   (Continue drill.)

   b. Which are the same, 1-2, 2-3, or 1-3?
      Teacher: good good could
      Students: 1-2
   (Continue drill.)

   c. Which column A or B?

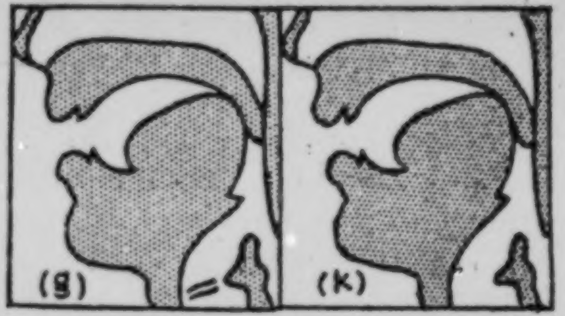
      Teacher: got
      Students: B
   (Continue drill.)

(Note: It is quite possible that Vietnamese students will readily hear the difference between [k] and [g] if they equate [g] to [ḡ] of the Vietnamese system. To illustrate the difference between [g], the voiced velar stop, and [ḡ], the voiced velar fricative, a set of minimal nonsense syllables can be put on the blackboard and recognition drills used.
For example:

I	II
[əgə]	[əḡə]
[igə]	[iḡə]
[e^{i}gə]	[e^{i}ḡə]
[agə]	[aḡə]
[ægə]	[æḡə]

Point out to the students that the [g] of the Vietnamese words gà, góm, and gò is a continuant and that [g] of go, gum, etc., is a stop produced in the same way as [k] except added voice to produce the [g].

[kat]	cot	[gat]	got
[ko^{u}t]	coat	[go^{u}t]	goat



VOICED (g) VOICELESS (k)

C

[əgo^{u} əgo^{u} əgo^{u} go^{u}]
[əga əga əga ga]
[əgæ əgæ əgæ gæ]
[əgə əgə əgə gə]

D

[kɔ^{u} go^{u} ko^{u} gɔ^{u} ko^{u}]
[ke^{i} ge^{i} ke^{i} ge^{i} ke^{i}]
[kəm gəm kəm gəm kəm]

E		F	
[tæk]	tack	[tæg]	tag
[pɛk]	peck	[pɛg]	peg
[bæk]	back	[bæg]	bag
]pɪk]	pick	[pɪg]	pig
[lik]	leak	[lig]	league

G

[æga æga æga æg]
[ɛgə ɛgə ɛgə ɛg]
[iga iga iga ig]
[ɔgə ɔgə ɔgə ɔg]

H

beg it, beg it, beg it, beg
peg it, peg it, peg it, peg
leg it, leg it, leg it, leg
bag it, bag it, bag it, bag
tag it, tag it, tag it, tag

I

The coat is white.

The goat is white.

I want to tack it.

I want to tag it.

J

[baks]	box
[raks]	rocks
[trɪks]	tricks
[aks]	ox
[tæks]	tax

K

[dɔgz]	dogs
[lɛgz]	legs
[ɛgz]	eggs
[bægz]	bags
[bɛgz]	begs

L

[dɛsk]	desk
[bæsk]	bask
[dɪsk]	disk
[kæsk]	cask
[təsk]	tusk
[mæsk]	mask

4. Drill C for production of initial [g].
For example:

Teacher: [^{ə}gou əgo^{u} əgo^{u} go^{u}]
Students: [əgo^{u} əgo^{u} əgo^{u} go^{u}]

Teacher: [əga əga əga ga]
Students: [əga əga əga ga]

(Continue this drill until students clearly produce the voiced [g] in these syllables. Repeat each line several times.)

5. Choral repetition of D.
For example:

Teacher: [ko^{u} go^{u} ko^{u} go^{u} ko^{u}]
Students: [ko^{u} go^{u} ko^{u} go^{u} ko^{u}]

(Continue repetition. Insist on "stop" articulation of both [k] and [g].)

6. Choral and individual repetition of A and B in pairs.
For example:

Teacher: cap - gap
Students: cap - gap

(Continue drill. Repeat pairs of A and B until students can readily make [k-g] contrast.)

7. Choral and individual repetition of B. (Several times.)

8. Opposite response drill using A and B.
For example:

Teacher: cap
Students: gap

Teacher: gum
Students: come

(If students have difficulty hearing or producing the [k-g] contrast in initial position, repeat the above drills. Again check on stop articulation of [g]. Do not accept a velar continuant.)

9. Drill for recognition of final [k] and [g] using E and F, using the following types of drills: (See 3, above.)

   a. Same or different?
   b. Which are the same, 1-2, 2-3, or 1-3?
   c. Which column, E or F?

10. Drill G for production of final [g].
For example:

Teacher: [ægə ægə ægə æg]
Students: [ægə ægə ægə æg]

clearly produce the voiced [g] in these syllables. Repeat each line several times.)

5. Choral repetition of D.
   For example:

   Teacher: [ko^{u} go^{u} ko^{u} go^{u} ko^{u}]
   Students: [ko^{u} go^{u} ko^{u} go^{u} ko^{u}]
   (Continue repetition. Insist on "stop" articulation of both [k] and [g] .)

6. Choral and individual repetition of A and B in pairs.
   For example:

   Teacher: cap - gap
   Students: cap - gap
   (Continue drill. Repeat pairs of A and B until students can readily make [k-g] contrast.)

J		K	
[baks]	box	[dɔgz]	dogs
[raks]	rocks	[lɛgz]	legs
[trɪks]	tricks	[ɛgz]	eggs
[aks]	ox	[bægz]	bags
[tæks]	tax	[bɛgz]	begs

L	
[dɛsk]	desk
[bæsk]	bask
[dɪsk]	disk
[kæsk]	cask
[təsk]	tusk
[mæsk]	mask

7. Choral and individual repetition of B. (Several times.)

8. Opposite response drill using A and B.
   For example:

   Teacher: cap
   Students: gap

   Teacher: gum
   Students: come

   (If students have difficulty hearing or producing the [k-g] contrast in initial position, repeat the above drills. Again check on stop articulation of [g] . Do not accept a velar continuant.)

9. Drill for recognition of final [k] and [g] using E and F, using the following types of drills: (See 3, above.)

   a. Same or different?
   b. Which are the same, 1-2, 2-3, or 1-3?
   c. Which column, E or F?

10. Drill G for production of final [g] .
    For example:

    Teacher: [ægə ægə ægə æg]
    Students: [ægə ægə ægə æg]

    Teacher: [igə igə igə ig]
    Students: [igə igə igə ig]
    (Continue repetition until students can readily produce [g] in final position.)

11. Choral repetition of H.
    For example:

    Teacher: beg it, beg it, beg it, beg
    Students: beg it, beg it, beg it, beg

Teacher: peg it, peg it, peg it, peg
Students: peg it, peg it, peg it, peg
(Continue drill until students produce final [g] readily.)

12. Choral and individual repetition of E and F in pairs.
For example:

Teacher: tack, tag
Students: tack, tag
(Continue drill.)

13. Choral and individual repetition of F.
For example:

Teacher: tag
Students: tag
(Continue drill.)

14. Opposite response drill using E and F.
For example:

Teacher: tack
Students: tag

Teacher: peg
Students: peck
(Continue drill. If students have difficulty hearing and producing the [k-g] contrast in final position, repeat the above drills.)

15. Choral repetition of the sentences of I for intonation. Insist on exact repetition of the indicated intonation patterns.

16. Teacher says: "The coat is white."

Students respond: "The goat is white."

Teacher says: "The goat is white."

Students respond: "The coat is white."

Teacher says: "I want to tack it."

Students respond: "I want to tag it."

17. Choral repetition of J. (Do not permit students to put in a vowel between the [k] and [s], nor allow the loss of either the [k] or the [s].

18. Choral repetition of K. (See 16, above.)

19. Choral repetition of L. (Do not permit students to put in a vowel between the [s] and [k], nor omit either the [s] or [k].

LESSON FOUR

Recognition and Production of [l] and [n] in Final Position Consonant Clusters [nz] and [lz]

Teacher Guide Four

1. Drill A and B for recognition of final [l] and [n].
   For example:

   a. **Teacher:** fawn - fall, same or different?
   Students: different

   Teacher: seen - seal, same or different?
   Students: different
   (Continue drill.)

   b. **Teacher:** coon, cool, coon
   Which are the same?
   Students: 1 and 3
   (Continue drill.)

   c. **Teacher:** tell Which column, A or B?
   Students: B
   (Continue drill.)

2. Using facial diagram, give brief description of differences between [l] and [n]. (Primary difference, [n] is a nasal, [l] is not. Air leaves through the nose in the production of [n], but around the tongue and through the mouth in the production of [l].)

3. Drill C for production of final [l]. For example:

   Teacher: [ɔlə ɔlə ɔlə ɔl]
   Students: [ɔlə ɔlə ɔlə ɔl]
   (Continue drill.)

4. Drill for production of final [l] in contrast to final [n] by choral repetition of D.
   For example:

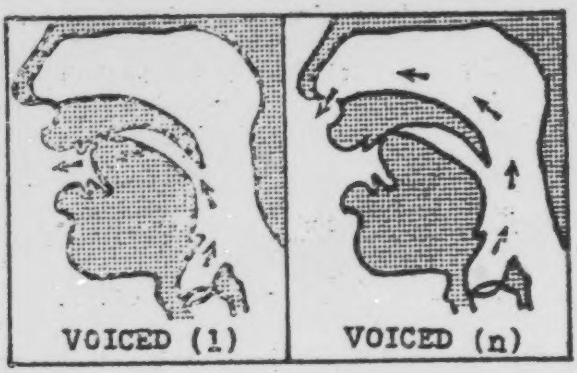
   Teacher: [ɔl ɔn ɔl ɔn ɔl]
   Students: [ɔn ɔl ɔn ɔl ɔn]
   (Continue drill. Each line should be repeated several times.)

Student Guide Four

A		B	
[fɔn]	fawn	[fɔl]	fall
[kun]	coon	[kul]	cool
[sin]	seen	[sil]	seal
[pɪn]	pin	[pɪl]	pill
[tɛn]	ten	[tɛl]	tell
[ko^{u}n]	cone	[ko^{u}l]	coal
[dan]	Don	[dal]	doll
[spun]	spoon	[spul]	spool
[to^{u}n]	tone	[to^{u}l]	toll
[bɪn]	bin	[bɪl]	bill

C

[ɔlə ɔlə ɔlə ɔl]
[ilə ilə ilə il]
[ɛlə ɛlə ɛlə ɛl]
[e^{i}lə e^{i}lə e^{i}lə e^{i}l]


VOICED (l) VOICED (n)

D

[ɔl ɔn ɔl ɔn ɔl]
[ɪn ɪl ɪn ɪl ɪn]
[tɛl tɛn tɛl tɛn tɛl]
[kun kul kun kul kun]

E

table
the table
on the table
is on the table
pin is on the table
The pin is on the table

a. __Teacher:__ [illegible], same or different?
__Students:__ different

__Teacher:__ seen - seal, same or different?
__Students:__ different
(Continue drill.)

b. __Teacher:__ coon, cool, coon
Which are the same?
__Students:__ 1 and 3
(Continue drill.)

c. __Teacher:__ tell Which column, A or B?
__Students:__ B
(Continue drill.)

2. Using facial diagram, give brief description of differences between [l] and [n] . (Primary difference, [n] is a nasal, [l] is not. Air leaves through the nose in the production of [n] , but around the tongue and through the mouth in the production of [l] .)

3. Drill C for production of final [l] . For example:

__Teacher:__ [ɔlə ɔlə ɔlə ɔl]
__Students:__ [ɔlə ɔlə ɔlə ɔl]
(Continue drill.)

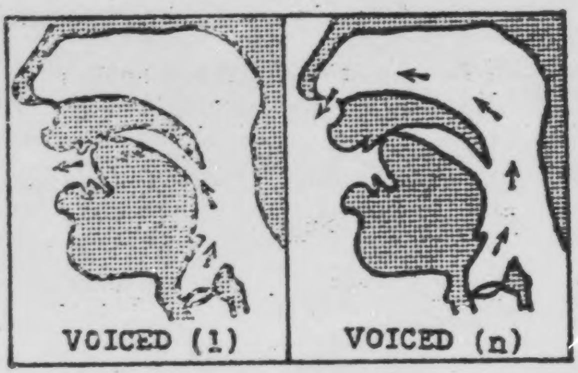
4. Drill for production of final [l] in contrast to final [n] by choral repetition of D.
For example:

__Teacher:__ [ɔl ɔn ɔl ɔn ɔl]
__Students:__ [ɔn ɔl ɔn ɔl ɔn]
(Continue drill. Each line should be repeated several times.)

[pɪn]	pin	[pɪl]	pill
[tɛn]	ten	[tɛl]	tell
[ko^{u}n]	cone	[ko^{u}l]	coal
[dan]	Don	[dal]	doll
[spun]	spoon	[spul]	spool
[tɔ^{u}n]	tone	[to^{u}l]	toll
[bɪn]	bin	[bɪl]	bill

C

[ɔlə ɔlə ɔlə ɔl]
[ilə ilə ilə il]
[ɛlə ɛlə ɛlə ɛl]
[e^{i}lə e^{i}lə e^{i}lə e^{i}l]


VOICED (l) VOICED (n)

D

[ɔl ɔn ɔl ɔn ɔl]
[ɪn ɪl ɪn ɪl ɪn]
[tɛl tɛn tɛl tɛn tɛl]
[kun kul kun kul kun]

E

table
the table
on the table
is on the table
pin is on the table
The pin is on the table

Teacher Guide Four (Cont'd)

5. Choral and individual repetition of A and B in pairs.
For example:

Teacher: fawn - fall
Students: fawn - fall
(Continue drill.)

6. Choral and individual repetition of B.

7. Opposite response drill using A and B.
For example:

Teacher: fawn
Students: fall

Teacher: cool
Students: coon
(Continue exercise.)

8. Choral repetition of E.
For example:

Teacher: table
Students: table

Teacher: the table
Students: the table

Teacher: on the table
Students: on the table

Teacher: is on the table
Students: is on the table

Teacher: pin is on the table
Students: pin is on the table

Teacher: The pin is on the table.
Students: The pin is on the table.

(Repeat this exercise several times, insisting on exact imitation of intonation pattern.)

9. Substitute [pɪl] , po^{u}l , me^{i}l , pæn]"pill, pole, mail, pan," in the place of [pɪn] "pin" in "The pin is on the table." Choral repetition of each new line several times.
For example:

The pill is on the table.
The pole is on the table.
The mail is on the table.
The pan is on the table.

(Note: If students need additional drill, each of the above sentences can be used in organized drills, as in 8, above.)

Student Guide Four (Cont'd)

F

[fænz]	fans
[pɛnz]	pens
[ko^{u}nz]	cones
[pænz]	pans
[fɪnz]	fins
[kunz]	coons
[rənz]	runs
[pænz]	pans

G

[pɪlz]	pills
[fɔlz]	falls
[kɔlz]	calls
[tɛlz]	tells
[fulz]	fools
[pælz]	pals
[po^{u}lz]	poles
[hɔlz]	halls

G

[pɪlz]	pills
[fɔlz]	falls
[kɔlz]	calls
[tɛlz]	tells
[fulz]	fools
[pælz]	pals
[po^{u}lz]	poles
[hɔlz]	halls

7. Opposite response drill using A and B.
For example:

Teacher: fawn
Students: fall

Teacher: cool
Students: coon

(Continue exercise.)

8. Choral repetition of E.
For example:

Teacher: table
Students: table

Teacher: the table
Students: the table

Teacher: on the table
Students: on the table

Teacher: is on the table
Students: is on the table

Teacher: pin is on the table
Students: pin is on the table

Teacher: The pin is on the table.
Students: The pin is on the table.

(Repeat this exercise several times, insisting on exact imitation of intonation pattern.)

9. Substitute [pɪl] , po^{u}l , me^{i}l , pæn]"pill, pole, mail, pan," in the place of [pɪn] "pin" in "The pin is on the table." Choral repetition of each new line several times.
For example:

The pill is on the table.
The pole is on the table.
The mail is on the table.
The pan is on the table.

(Note: If students need additional drill, each of the above sentences can be used in organized drills, as in 8, above.)

10. Choral repetition of F.
For example:

Teacher: [fænz] fans
Students: [fænz] fans

(Continue drill. Insist on production of both [n] and [z] in this cluster with no intervening vowel.)

11. Choral repetition of G. (See 10, above)

LESSON FIVE

Recognition and Production of Initial [p] and [f]

Teacher Guide Five

1. Pronounce the words of A as the students listen to and observe the production of the initial sounds.
   For example:

   Teacher: fan, fee, fit, foot, etc.

2. Ask the students to describe the articulation of[f]. (Clarify for them that [f] is produced by making contact with the lower lip and the upper front teeth; that it is voiceless and a continuant.) Demonstrate by making several exaggerated [f's] and using facial diagram.

3. Choral repetition of A. (Insist on labio-dental articulation of[f].)
   For example:

   Teacher: fan
   Students: fan
   (Continue drill.)

4. Pronounce the words of B. Direct the students' attention to the production of [p] .

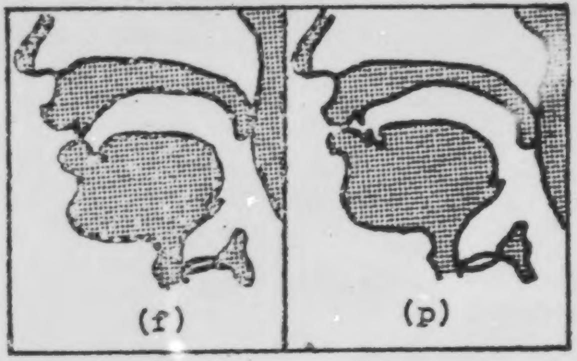
5. Ask the students to describe the articulation of [p]. (Clarify for them that [p] is produced with the lips (upper and lower) brought together, it is also voiceless but a stop not a continuant.)

6. Choral repetitions of B. (Insist on bilabial articulation of [p].)
   For example:

   Teacher: pan
   Students: pan
   (Continue drill.)

Student Guide Five

A		B	
[fæn]	fan	[pæn]	pan
[fi]	fee	[pi]	P (letter)
[fɪt]	fit	[pɪt]	pit
[fʊt]	foot	[pæt]	pat
[fən]	fun	[pən]	pun
[fɪl]	fill	[pɪl]	pill
[fɪn]	fin	[pɪn]	pin
[fe^{ɪ}s]	face	[pe^{ɪ}s]	pace
[fo^{ʊ}]	foe	[po^{ʊ}]	Poe
[ful]	fool	[pul]	pool
[fa^{ʊ}nd]	found	[pa^{ʊ}nd]	pound



C

[pi fi pi fi pi]
[pɪt fɪt pɪt fɪt pɪt]
[pɪl fɪl pɪl fɪl pɪl]
[pɪn fɪn pɪn fɪn pɪn]
[pɪg fɪg pɪg fɪg pɪg]

D

Put the fan on the table

7. Recognition drills using A and B. Use the following types of drills:

   a. Teacher: fan - pan Same or different?
      Students: different
      (Continue drill.)

   b. Teacher: fan - pan - pan Which are the same, 1-2, 1-3, or 2-3?
      Students: 2 and 3
      (Continue drill.)

   c. Teacher: pin From column A or B?
      Students: B
      (Continue drill.)

lation of[f]. (Clarify for them that [f] is produced by making contact with the lower lip and the upper front teeth; that it is voiceless and a continuant.) Demonstrate by making several exaggerated [f's] and using facial diagram.

3. Choral repetition of A. (Insist on labio-dental articulation of[f].)
For example:

    Teacher: fan
    Students: fan
(Continue drill.)

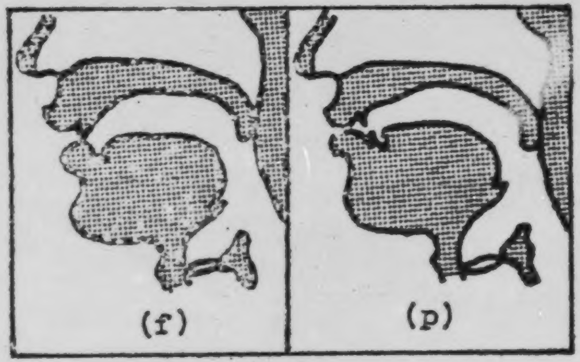
4. Pronounce the words of B. Direct the students' attention to the production of [p] .

5. Ask the students to describe the articulation of [p]. (Clarify for them that [p] is produced with the lips (upper and lower) brought together, it is also voiceless but a stop not a continuant.)

6. Choral repetitions of B. (Insist on bilabial articulation of [p].)
For example:

    Teacher: pan
    Students: pan
(Continue drill.)

[fɪn]	fin	[pɪn]	pin
[fe^{i}s]	face	[pe^{i}s]	pace
[fo^{u}]	foe	[po^{u}]	Poe
[ful]	fool	[pul]	pool
[fa^{u}nd]	found	[pa^{u}nd]	pound



C

[pi fi pi fi pi]
[pɪt fɪt pɪt fɪt pɪt]
[pɪl fɪl pɪl fɪl pɪl]
[pɪn fɪn pɪn fɪn pɪn]
[pɪg fɪg pɪg fɪg pɪg]

D

Put the fan on the table

7. Recognition drills using A and B. Use the following types of drills:

    a. Teacher: fan - pan Same or different?
    Students: different
    (Continue drill.)

    b. Teacher: fan - pan - pan Which are the same, 1-2, 1-3, or 2-3?
    Students: 2 and 3
    (Continue drill.)

    c. Teacher: pin From column A or B?
    Students: B
    (Continue drill.)

8. Choral repetition of C.
For example:

    Teacher: [pi fi pi fi pi]
    Students: [pi fi pi fi pi]
(Continue drill. Repeat each line several times.)

9. Choral repetition of A and B in pairs.
For example:

Teacher: fan - pan
Students: fan - pan
(Continue drill.)

10. Opposite response drill using A and B.
For example:

Teacher: pan
Students: fan

Teacher: fat
Students: pat

(Continue drill. If the students have trouble making the contrast between [f] and [p] in initial position, repeat the above drills.)

11. Repeat the sentence of D several times.
For example:

Teacher: Put the fan on the table.
Students: Put the fan on the table.

(Insist on exact imitation of the indicated intonation pattern. Check on the production of [p] in put and [f] in fan.)

12. Repeat the sentence of D substituting [pɛn, pɛnsəl, koᵘm, pæn, pɪl] "pen, pencil, comb, pan, pill" in place of "fan."
For example:

Teacher: pen
Students: Put the pen on the table.

Teacher: pencil
Students: Put the pencil on the table.

(Continue drill. Check on the pronunciation of [p] in put and other words containing [p].)

LESSON SIX

Recognition and Production of Final [t] and [d]
Intonation Drill
Production of [t], [st] and [nt]

Teacher Guide Six

1. Choral repetition of A and B. Direct students' attention to the first sound in each word. (Note: Both the [t] and [d] are known to Vietnamese in initial position. This exercise is to establish the point of articulation of these sounds.)

2. Ask the students to describe the articulation of the [t] of tie and the [d] of die. Point out to the students that both sounds are stops made by the tip of the tongue stopping the air at the tooth ridge (See facial diagram.) [t] is voiceless and [d] is voiced.

3. Drill recognition of [d] and [t] in final position using C and D.
   For example:

   a. Teacher: beat - bead, same or different?
   Students: different
   (Continue drill.)

   b. Teacher: bid, bid, bit. Which are the same?
   Students: 1 and 2

   Teacher: but, but, but ?
   Students: one, two and three.
   (Continue drill.)

4. Drill production of final [d] by choral repetition of E.
   For example:

   Teacher: [ɛdə ɛdə ɛdə ɛd]
   Students: [ɛdə ɛdə ɛdə ɛd]
   (Continue drill. Repeat each group several times.)

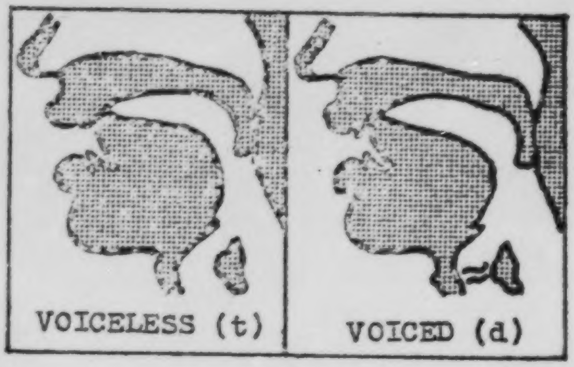
5. Choral repetition of C and D in pairs.
   For example:

   Teacher: beat - bead
   Students: beat - bead
   (Continue drill.)

6. Choral and individual repetition of D.
   For example:

Student Guide Six

A		B	
[taⁱ]	tie	[daⁱ]	die
[tu]	to	[du]	do
[tɛl]	toll	[dɛl]	dell
[tɛn]	ten	[dɛn]	den
[toᵘ]	toe	[doᵘ]	doe
[taᵘn]	town	[daᵘn]	down
[tək]	tuck	[dək]	duck
[tum]	tomb	[dum]	doom



C		D	
[bit]	beat	[bid]	bead
[bɪt]	bit	[bɪd]	bid
[bɛt]	bet	[bɛd]	bed
[bæt]	bat	[bæd]	bad
[boᵘt]	boat	[boᵘd]	bode
[kət]	cut	[kəd]	cud

E

[ɛdə ɛdə ɛdə ɛd]
[oᵘdə oᵘdə oᵘdə oᵘd]
[eⁱdə eⁱdə eⁱdə eⁱd]
[ædə ædə ædə æd]
[idə idə idə id]
[udə udə udə ud]

F

The bed was small
The bet was small

G

The cod was thin
The cot was thin

H

point of articulation of these sounds.)

2. Ask the students to describe the articulation of the [t] of tie and the [d] of die. Point out to the students that both sounds are stops made by the tip of the tongue stopping the air at the tooth ridge (See facial diagram.) [t] is voiceless and [d] is voiced.

3. Drill recognition of [d] and [t] in final position using C and D.
   For example:

   a. Teacher: beat - bead, same or different?
      Students: different
      (Continue drill.)

   b. Teacher: bid, bid, bit. Which are the same?
      Students: 1 and 2

      Teacher: but, but, but ?
      Students: one, two and three.
      (Continue drill.)

4. Drill production of final [d] by choral repetition of E.
   For example:

   Teacher: [ɛdə ɛdə ɛdə ɛd]
   Students: [ɛdə ɛdə ɛdə ɛd]
   (Continue drill. Repeat each group several times.)

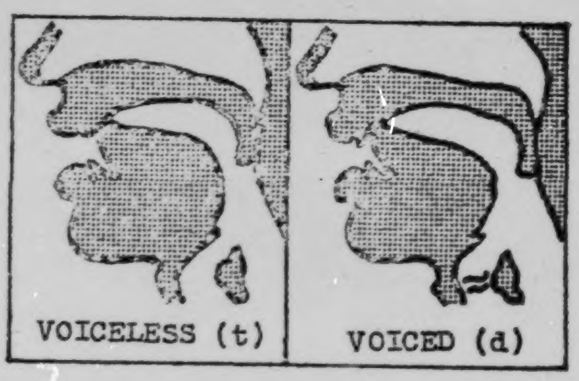
5. Choral repetition of C and D in pairs.
   For example:

   Teacher: beat - bead
   Students: beat - bead
   (Continue drill.)

6. Choral and individual repetition of D.
   For example:

   Teacher: bead
   Students: bead
   (Continue drill.)

[tɛn]	ten	[dɛn]	den
[toᵘ]	toe	[doᵘ]	doe
[taᵘn]	town	[daᵘn]	down
[tək]	tuck	[dək]	duck
[tum]	tomb	[dum]	doom



C		D	
[bit]	beat	[bid]	bead
[bɪt]	bit	[bɪd]	bid
[bɛt]	bet	[bɛd]	bed
[bæt]	bat	[bæd]	bad
[boᵘt]	boat	[boᵘd]	bode
[kət]	cut	[kəd]	cud

E

[ɛdə ɛdə ɛdə ɛd]
[oᵘdə oᵘdə oᵘdə oᵘd]
[eⁱdə eⁱdə eⁱdə eⁱd]
[ædə ædə ædə æd]
[idə idə idə id]
[udə udə udə ud]

F

The bed was small
The bet was small

G

The cod was thin
The cot was thin

H

He led the man in.
He let the man in.

Teacher Guide Six (Cont'd)

7. Opposite response drill using C and D. For example:

Teacher:	beat
Students:	bead
Teacher:	bid
Students:	bit

(Continue drill.)

8. Choral repetition of sentences under F for intonation drill. Insist on exact imitation of intonation pattern. (Repeat several times.)

9. Choral repetition of the sentence "The bed was small." Substitute [bæt, bəd, bo t, bid, bɪd, bɛt] "bat, bud, boat, bead, bid, bet," in place of bed.

10. Choral and individual repetition of the sentences of G. (Insist on 2-4 intonation.

Teacher says "The cod was thin."

Students say "The cod was thin."

11. Give "cot" and "cod" in random order. Have the students give the phrase with the opposite word.
For example:

Teacher:	cod
Students:	The cot was thin.
Teacher:	cot
Students:	The cod was thin.

(Repeat this drill many times to test group and individual ability to hear the [t] and [d] contrast and produce [d] in final position.)

12. Individual and choral repetition of the sentences of H. (2-4 intonation)

13. Drill H as in 11, above.

14. Choral and individual repetition of I. (Note: Do not permit students to "lose" or not pronounce one of the final consonants.)

15. Choral and individual repetition of J. (See Note in 14, above.)

16. Choral and individual repetition of K. (See Note in 14, above.)

Student Guide Six (Cont'd)

I

[kæts]	cats
[mæts]	mats
[bɪts]	bits
[sɪts]	sits
[boᵘts]	boats
[bits]	beats
[pats]	pots
[kəts]	cuts

J

[bɛst]	best
[wɛst]	west
[gɛst]	guest
[tɛst]	test
[bist]	beast
[roᵘst]	roast
[bust]	boost
[ist]	east
[mæst]	mast

K

[kænt]	can't	[mɪnt]	mint
[wənt]	want	[wɛnt]	went
[doᵘnt]	don't	[woᵘnt]	won't
[hənt]	hunt	[bɛnt]	bent
		[paⁱnt]	pint

LESSON SEVEN

Production of [s] Plus Another Consonant in Initial Position
Intonation Drill

Teacher Guide Seven

1. (Note: In English there are a series of consonant clusters (two or more consonants without intervening vowels) that begin with [s] and are found at the beginning of words. The ones we are concerned with here are [sp, st, sk, sm, sn, sl, sw]. The second consonant in each case exists in V.N. as does [s], therefore the articulation will not be the problem. To get the students to produce the clusters without inserting a vowel (usually [ə]) between the two consonants or supplying a [e] or [ɛ] before the [s] is the problem. Have the students listen carefully to pairs given below:

[səpɪn	spɪn]
[səpæn	spæn]
[səpɪt	spɪt]
[səpɪl	spɪl]
[səpun	spun]
[səpəd	spəd]

2. Ask if they hear the difference. Ask them to describe the difference. (In [səpɪn], there is a vowel [ə] between the [s] and [p]. In [spɪn], there is no such vowel.)

3. Choral and individual repetition of A. (Tell them to exaggerate the length of the [s] and to deliberately close their lips for the [p].
For example:

[ssssssp]

4. Individual students (or small group) reading of words of A to check on student production.

5. Repeat the above steps using the following sets of words and B, C, D, E, F, and G of Student Guide Seven:

[səkɪl	skɪl	[sətar	star
səkul	skul	sətɛp	stɛp
səke^{i}t	ske^{i}t	səte^{i}n	ste^{i}n
səkɪn	skɪn	sətɪl	stɪl
səkɪt	skɪt	sətо^{u}n	sto^{u}n

Student Guide Seven

A

[spɪn]	spin
[spæn]	span
[spɪt]	spit
[spɪl]	spill
[spun]	spoon
[spəd]	spud

B

[skɪl]	skill
[skul]	school
[ske^{i}t]	skate
[skɪn]	skin
[skɪt]	skit
[ski]	ski

C

[star]	star
[stɛp]	step
[ste^{i}n]	stain
[stɪl]	still
[sto^{u}n]	stone

D

[smɔl]	small
[smæk]	smack
[sma^{i}l]	smile
[smo^{u}k]	smoke
[smɛl]	smell

E

[sniz]	sneeze
[snɪp]	snip
[sno^{u}]	snow
[sne^{i}k]	snake
[snup]	snoop

F

[sle^{i}]	slay
[slo^{u}]	slow
[slip]	sleep
[slɪd]	slid
[slɪt]	slit

G

[swɪm]	swim
[swɛl]	swell
[swat]	swat
[swit]	sweet
[swæm]	swam

H

school
a school
is a school
This is a school.
This is a small school.

I

stone
big stone
a big stone
That's a big stone.
That's a big thick stone.

5. (Cont'd)

[səmɔl	smɔl	[sənɪp	snɪp
səmæk	smæk	səno^{u}	sno^{u}
səma^{i}l	sma^{i}l	səne^{i}k	sne^{i}k
səmo^{u}k	smo^{u}k	sənik	snik
		sənup	snup]

[səle^{i}	sle^{i}	[səwɪm	swɪm
səlo^{u}	slo^{u}	səwɛl	swɛl
səlip	slip	səwat	swat
səlɪd	slɪd	səwit	swit
səlɪt	slɪt	səwæm	swæm]

(Note: During the production of the [sw] cluster, the lips should be protruded and rounded.)

J

car

good car

a good car

is a good car

This is a good car.

6. Choral and individual repetition of H.
For example:

Teacher: school

Students: school

Teacher: a school

Students: a school

(Note: Insist on exact imitation of the 2-4 intonation pattern.)

7. Choral and individual repetition of I and J. (See Note in 6, above.)

8. Observe production of sk in school, [st] in stone, [-z] in is, [-s] in this, [ð] in this, [θ] in thick, [g] in good in the repetition of H, I and J. These sounds have been introduced in previous lessons, insist on proper pronunciation. If additional practice and drill is indicated, return to the appropriate lesson and repeat drills.

LESSON EIGHT

Production and Recognition of [l] and [r] in Initial Position and in Initial Consonant Clusters
Intonation Drill

Teacher Guide Eight

1. Pronounce the words of A. Direct the students' attention to the production of [l]. (Exaggerate the articulation showing the tip of the tongue on the tooth ridge.) Ask the students to describe [l]. Use the facial diagrams to illustrate the articulation (voiced, tongue-tip on tooth ridge, air passing around one or both sides of the tongue).

2. Choral and individual repetition of A.

3. Pronounce the words of B. Direct students' attention to the production of [r]. Ask the students to describe its production. Using facial diagram, illustrate articulation (voiced, continuant lips rounded, tongue bunched-up and back in the mouth -- no contact with the roof of the mouth (alveolar ridge).

4. Choral and individual repetition of B.

5. Drill A and B for recognition of [l] and [r] by the following exercises:

   a. Teacher: law-raw, same or different?
      Students: different

      Teacher: rap-rap?
      Students: same
   (Continue drill.)

   b. Teacher: lack-rack-rack. Which are the same?
      Students: two and three
   (Continue drill.)

   c. Teacher: rou From column A or B?
      Students:
   (Continue drill.)

6. Drill for production of [l] and [r] by choral repetition of G. For example:

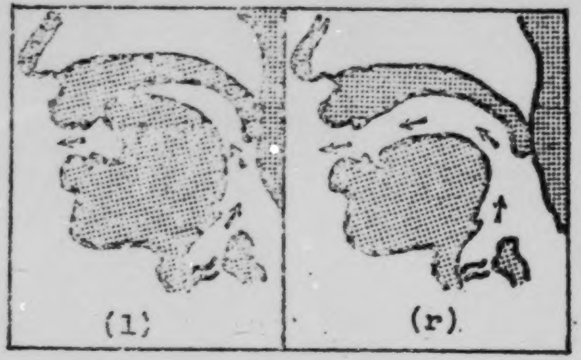
   Teacher: [ro^u lo^u ro^u lo^u ro^u]
   Students: [ro^u lo^u ro^u lo^u ro^u]

   Teacher: [læ ræ læ ræ læ]
   Students: [læ ræ læ ræ læ]

(Continue drill, repeating each line

Student Guide Eight

A		B	
[lɔ]	law	[rɔ]	raw
[lo^u]	low	[ro^u]	row
[læp]	lap	[ræp]	rap
[læk]	lack	[ræk]	rack
[lip]	leap	[rip]	reap



C

[ro^u lo^u ro^u lo^u ro^u]
[læ ræ læ ræ læ]
[re^{i}t le^{i}t re^{i}t le^{i}t re^{i}t]
[lɔŋ rɔŋ lɔŋ rɔŋ lɔŋ]

D

[əlɔ́ŋ ərɔ́ŋ əlɔ́ŋ ərɔ́ŋ]
[əlíp əríp əlíp əríp]
[əlút ərút əlút ərút]
[əlǽm ərǽm əlǽm ərǽm]

E

[ðæts ə smɔl læm]	That's a small lamb.
[ðæts ə smɔl ræm]	That's a small ram.

F

[mɪstə́ greg ðɪs ɪz rabə́t rou]
Mr. Gregg, this is Robert Roe.

[rabə́t ðɪs ɪz mɪstə́ greg]
Robert, this is Mr. Gregg.

G	H
[kre^i	[kle^i

tooth ridge.) Ask the students to describe [l]. Use the facial diagrams to illustrate the articulation (voiced, tongue-tip on tooth ridge, air passing around one or both sides of the tongue).

2. Choral and individual repetition of A.

3. Pronounce the words of B. Direct students' attention to the production of [r]. Ask the students to describe its production. Using facial diagram, illustrate articulation (voiced, continuant lips rounded, tongue bunched-up and back in the mouth -- no contact with the roof of the mouth (alveolar ridge).

4. Choral and individual repetition of B.

5. Drill A and B for recognition of [l] and [r] by the following exercises:

   a. Teacher: law-raw, same or different?
      Students: different

      Teacher: rap-rap?
      Students: same
   (Continue drill.)

   b. Teacher: lack-rack-rack. Which are the same?
      Students: two and three
   (Continue drill.)

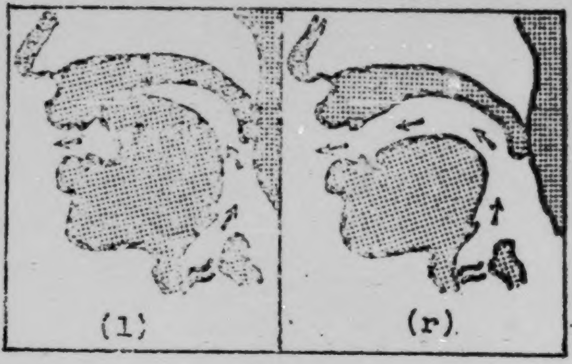
   c. Teacher: [illegible] From column A or B?
      Students: [illegible]
   (Continue drill.)

6. Drill for production of [l] and [r] by choral repetition of G.
   For example:

   Teacher: [roᵘ loᵘ roᵘ loᵘ roᵘ]
   Students: [roᵘ loᵘ roᵘ loᵘ roᵘ]

   Teacher: [læ ræ læ ræ læ]
   Students: [læ ræ læ ræ læ]
   (Continue drill, repeating each line several times until students can readily produce the [r] and [l] alternately.

[læp]	lap	[ræp]	rap
[læk]	lack	[ræk]	rack
[lip]	leap	[rip]	reap



C

[roᵘ loᵘ roᵘ loᵘ roᵘ]
[læ ræ læ ræ læ]
[reⁱt leⁱt reⁱt leⁱt reⁱt]
[lɔŋ rɔŋ lɔŋ rɔŋ lɔŋ]

D

[əlɔ́ŋ ərɔ́ŋ əlɔ́ŋ ərɔ́ŋ]
[əlíp əríp əlíp əríp]
[əlút ərút əlút ərút]
[əlǽm ərǽm əlǽm ərǽm]

E

[ðæts ə smɔl læm] That's a small lamb.
[ðæts ə smɔl ræm] That's a small ram.

F

[mɪstə́ greg ðɪs ɪz rabə́t roᵘ]
Mr. Gregg, this is Robert Roe.

[rabə́t ðɪs ɪz mɪstə́ greg]
Robert, this is Mr. Gregg.

G	H
[kreⁱ	[kleⁱ
preⁱ	pleⁱ
groᵘ	gloᵘ
kru	klu
braᵘ	blaᵘ
fræt]	flæt]

Teacher Guide Eight (Cont'd)

7. Drill for production of [l] and [r] by choral repetition of D.
For example:

Teacher: [əlɔŋ ərɔŋ əlɔŋ ərɔŋ
Students: [əlɔŋ əlɔŋ əlɔŋ ərɔŋ
(Continue drill, repeating each line several times until students can readily produce [r] and [l] in alternate syllables.)

8. Choral and individual repetition of A and B in pairs.
For example:

Teacher: law-raw
Students: law-raw
(Continue drill.)

9. Opposite response drill.
For example:

Teacher: lap
Students: rap

Teacher: lack
Students: rack
(Continue drill.)

10. Choral and individual repetition of the sentences of E. (Insist on exact imitation of the 2-4 intonation pattern.)

11. Choral repetition of "That's a small lamb," substituting [rut, ræbɪt, lɔn, ræk, lɛg, le^{i}n, lig, lik, ré^{i}dio^{u}] (root, rabbit, lawn, rack, leg, lane, league, leak, radio) in place of "lamb".
For example:

Teacher: root
Students: That's a small root.

Teacher: rabbit
Students: That's a small rabbit.
(Continue drill. In this exercise insist on 2-4 intonation in each production. Check on pronunciation of final [g] in league and lɛg, as well as the initial [r] and [l] in the words containing them. If the students have difficulty with these sounds, return to the appropriate lesson and review.)

Student Guide Eight (Cont'd)

I

[plo^{u}
blo^{u}
klo^{u}
[lo^{u} lo^{u} lo^{u} glo^{u}
flo^{u}
slo^{u}

J

[pla
bla
kla
[la la la gla
fla
sla

K

[plu
blu
klu
[lu lu lu, glu
flu
slu

L

[plæ
blæ
klæ
[læ læ læ glæ
flæ
slæ

M

[pru
bru
tru
[ru ru ru, gru
kru
fru
θru]

N

[pri
bri
tri
[ri ri ri, gri
kri
fri
θri]

O

[prɔ
brɔ
trɔ
[rɔ rɔ rɔ, grɔ
krɔ
frɔ
θrɔ]

P

[pre^{i}
bre^{i}
trei
[re^{i} re^{i} re^{i}, gre^{i}
kre^{i}
fre^{i}
θre^{i}]

Q

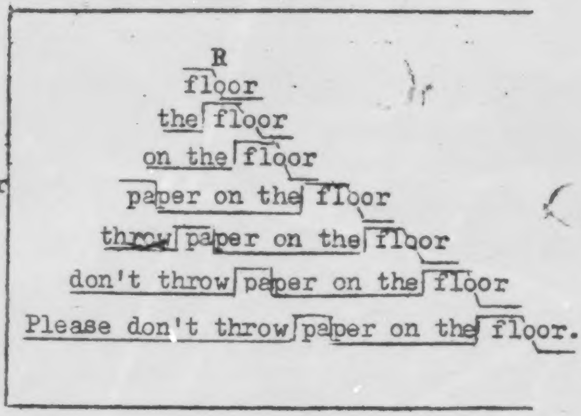
grey one
the grey one
not the grey one
black hat not the grey one
the black hat not the grey one
want the black hat not the grey one
I want the black hat not the grey one.

Teacher Guide Eight (Cont'd)

12. Choral repetition of the sentences of F. (Note: Notice the intonation pattern on "Mr. Gregg" and "Robert." This is called 3-2 intonation. Insist on exact imitation of this pattern. More drill on this intonation pattern will be presented in a later lesson.)

13. Use the sentence of F. Have individual students pretend that they are introducing two people to each other. One student or group of students says both lines. Insist on exact imitation of this pattern.

Student Guide Eight (Cont'd)



R

floor

the floor

on the floor

paper on the floor

throw paper on the floor

don't throw paper on the floor

Please don't throw paper on the floor.

14. Drill G and H for recognition by using the following types of drills:

   a. Same or different?
   b. Which are the same, 1-2, 1-3, 2-3?
   c. Which column G or H?

15. Drill I, J, K, L, M, N, O and P for production:
For example:

   Teacher: [lo^u lo^u lo^u plo^u]
   Students: [lo^u lo^u lo^u plo^u]

   Teacher: [lo^u lo^u lo^u blo^u]
   Students: [lo^u lo^u lo^u blo^u]
(Continue Drill.)

16. Opposite response drill using G and H.
For example:

   Teacher: [kre^i]
   Students: [kle^i]
(Continue drill.)

17. Choral repetition of Q and R. (Check on production of [r] and [l] preceded by another consonant as taught in this lesson. Insist on exact imitation of the indicated intonation pattern.

LESSON NINE

Recognition and Production of [š] and [č]
[št] and [čt] Consonant Clusters
Intonation Drill

Teacher Guide Nine

NOTE: Review difference between stops and continuants in Lesson Two.

1. Pronounce the syllables of A and direct the students' attention to the initial sound in each syllable. For example:

   Teacher: [ši, šu, ša, šou, šə]

2. Ask the students to describe [š] in their own words. (Clarify for them that it is a voiceless continuant; the lips are slightly protruded; the sides of the tongue touch the upper side teeth and the air passes over the center of the tongue.)

3. Choral repetition of the syllables of A. (Exaggerate the length of the [š] thus [ššššššš]
   For example:

   Teacher: [ššššššši]
   Students: [ššššššši]

   Teacher: [šššššššu]
   Students: [šššššššu]

4. Choral repetition of C.
   For example:

   Teacher: [əšə əšə əšə]
   Students: [əšə əšə əšə]
   (Repeat each line several times.)

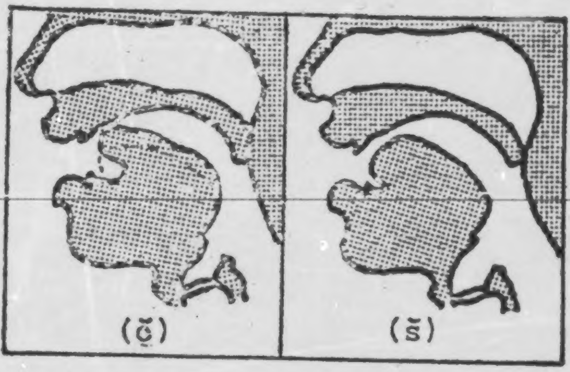
5. Choral and individual repetition of E.
   For example:

   Teacher: shoe
   Students: shoe
   (Continue drill. Repeat each word several times.)

6. Pronounce the syllables of B. Direct the students' attention to the pronunciation of [č]. Have students describe the production of [č] in their own words. Clarify for them, (using facial diagram) that [č] is voiceless, that it begins as a stop (the front of the tongue pressed tightly against the

Student Guide Nine

A	B
[ši]	[či]
[šu]	[ču]
[ša]	[ča]
[šou]	[čou]
[šə]	[čə]


(č) (š)

C			D		
[əšə	əšə	əšə]	[əčə	əčə	əčə]
[ašə	ašə	ašə]	[ačə	ačə	ačə]
[oušə	oušə	oušə]	[oučə	oučə	oučə]
[išə	išə	išə]	[ičə	ičə	ičə]

E		F	
[šu]	shoe	[ču]	chew
[šɪp]	ship	[čɪp]	chip
[šɪn]	shin	[čɪn]	chin
[šip]	sheep	[čip]	cheap
[šit]	sheet	[čit]	cheat

G

[hi kət hɪz šɪn]	He cut his shin.
[hi kət hɪz čɪn	He cut his chin.
[aim wašɪŋ ðə kəp]	I'm washing the cup.
[aim wačɪŋ ðə kəp]	I'm watching the cup.

H

Mr. Gregg, this is Robert Roe.
Robert, this is Mr. Gregg.

[hau du yu du rabət]
How do you do Robert?

1. Pronounce the syllables of A and direct the students' attention to the initial sound in each syllable.
   For example:

   Teacher: [ši, šu, ša, šou, šə]

2. Ask the students to describe [š] in their own words. (Clarify for them that it is a voicelss continuant; the lips are slightly protruded; the sides of the tongue touch the upper side teeth and the air passes over the center of the tongue.)

3. Choral repetition of the syllables of A. (Exaggerate the length of the [š] thus [šššššššš]
   For example:

   Teacher: [šššššššši]
   Students: [šššššššši]

   Teacher: [ššššššššu]
   Students: [ššššššššu]

4. Choral repetition of C.
   For example:

   Teacher: [əšə əšə əšə]
   Students: [əšə əšə əšə]

   (Repeat each line several times.)

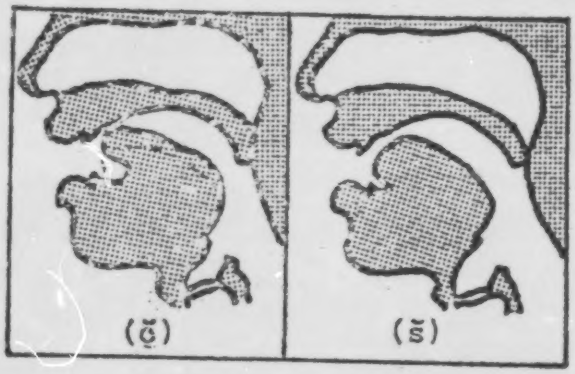
5. Choral and individual repetition of E.
   For example:

   Teacher: shoe
   Students: shoe

   (Continue drill. Repeat each word several times.)

6. Pronounce the syllables of B. Direct the students' attention to the pronunciation of [č]. Have students describe the production of [č] in their own words. Clarify for them, (using facial diagram) that [č] is voiceless, that it begins as a stop (the front of the tongue pressed tightly against the tooth ridge) and ends as a continuant like [š].

[šu]	[ču]
[ša]	[ča]
[šou]	[čou]
[šə]	[čə]



C

[əšə əšə əšə]
[ašə ašə ašə]
[oušə oušə oušə]
[išə išə išə]

D

[əčə əčə əčə]
[ačə ačə ačə]
[oučə oučə oučə]
[ičə ičə ičə]

E

[šu]	shoe
[šɪp]	ship
[šɪn]	shin
[šip]	sheep
[šit]	sheet

F

[ču]	chew
[čɪp]	chip
[čɪn]	chin
[čip]	cheap
[čit]	cheat

G

[hi kət hɪz šɪn]	He cut his shin.
[hi kət hɪz čɪn	He cut his chin.
[aim wašɪŋ ðə kəp]	I'm washing the cup.
[aim wačɪŋ ðə kəp]	I'm watching the cup.

H

Mr. Gregg, this is Robert Poe.
Robert, this is Mr. Gregg.

[hau du yu du rabə́t]
How do you do Robert?

[hau du yu du mɪstə́ greg]
How do you do Mr. Gregg.

Teacher Guide Nine (Cont'd)

7. Choral repetition of B.
For example:

Teacher: [či]
Students: [či]
(Continue repetition.)

8. Choral and individual repetition of D.
For example:

Teacher: [əčə əčə əčə]
Students: [əčə əčə əčə]

Teacher: [ačə ačə ačə]
Students: [ačə ačə ačə]
(Continue drill. Repeat each line several times.)

9. Choral repetition of F.
For example:

Teacher: [ču] chew
Students: [ču] chew
(Continue drill. Repeat each word several times.)

10. Repeat pairs from A and B while students listen for differences.
For example:

Teacher: [ši či]
Students: [šu ču]
(Continue reading all of the pairs in A and B.)

11. Drill A and B for recognition of [š] and [č] by using the following types of exercises:

a. Teacher: [ši ši] Same or different?
Students: Same
(Continue this drill until students can readily hear the difference between [š] and [č].)

b. Which are the same? 1-2, 1-3, or 2-3
Teacher: [šo^u čo^u čo^u]
Students: two and three
(Continue drill ten to fifteen times.)

c. Which column? A or B
Teacher: [ča]
Students: B

Teacher: [šə]
Students: A
(Continue drill until students can readily identify the correct column.)

Student Guide Nine (Cont'd)

I	
[pušt]	pushed
[fɪšt]	fished
[wašt]	washed
[brə̌st]	brushed
[wɪšt]	wished

J	
[wačt]	watched
[pæčt]	patched
[mæčt]	matched
[pɪčt]	pitched
[læčt]	latched

12. Choral and individual repetition of E and F in pairs.
For example:

Teacher: [šu ču]
Students: [šu ču]
(Continue, repeating each pair several times.)

13. Opposite responses.
For example:

Teacher: "shoe"
Students: "chew"

Teacher: "chin"
Students: "shin"

(Continue drill. If students have difficulty distinguishing [š] and [č], repeat above drills.)

14. Choral and individual repetition of G.
(Insist on exact imitation of the intonation pattern. Check on production of [š] and [č] in shin, chin, watching and washing. Repeat each sentence several times.)

15. Opposite responses.
For example:

Teacher: He cut his shin.
Students: He cut his chin.

Teacher: I'm watching the cup.
Students: I'm washing the cup.
(Continue drill giving the sentences of G at random.)

16. Choral repetition of the sentence of H. (Insist on exact imitation of the intonation patterns indicated. Repeat each line several times. Especially check on the production of [g] in Gregg and the [r] in Robert and Roe.)

17. Have three individuals or three small groups repeat from memory the lines of H. (First student says the first two lines, a second student (Mr. Gregg) says the third line and a third student (Robert) says the last line.)

18. Choral repetition of I. (Note: If students tend to leave out the [š] in these words, have them repeat "wash wash wash washed" [waš waš waš wašt]. Do not let students be influenced by spelling -- the final sound in the words of I is [t].)

19. Choral repetition of J. (Note: If students tend to leave out the [č], have them repeat "watch watch watch watched" [wač wač wač wačt]. Do not let the students be influenced by the spelling -- the final sound in the words of J is [t].)

LESSON TEN

Production and Recognition of [f] and [v] in Initial and Final Position and in Consonant Clusters
Intonation Drill

Teacher Guide Ten

1. Choral repetition of A. (Note: [f] in the intial position will be no problem for Vietnamese students.)

2. Ask students to describe articulation of [f] in words of A. (Point out, using facial diagram, that it is voiceless, with the lower lip touching the cutting edge of the upper teeth.)

3. Ask students to listen and observe the initial sound in the words of B as the teacher pronounces them.

4. Ask the students to describe the articulation of [v] in the words of B. (Using facial diagram, point out that [f] and [v] are exactly alike except that [f] is voiceless and [v] is voiced.

5. Drill A and B for recognition of initial [f] and [v] by using the following exercises:

   a. **Teacher:** fan-van Same or different?
      Students: different

      Teacher: vat-vat?
      Students: same
      (Continue drill.)

   b. **Teacher:** feel-feel-feel Which are the same?
      Students: one, two and three

      Teacher: fat-vat-vat?
      Students: two and three
      (Continue drill.)

   c. Which column? A or B

      Teacher: vein?
      Students: B

      Teacher: fetch?
      Students: A
      (Continue drill.)

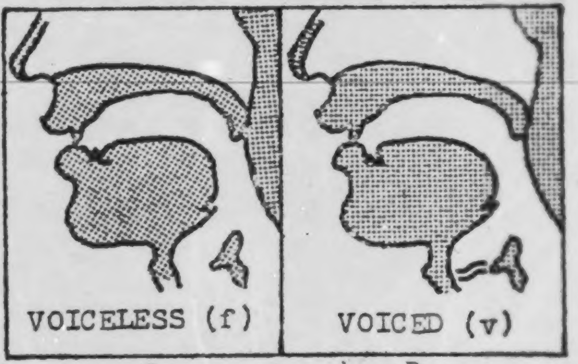
6. Choral repetition of A and B in pairs. For example:

   Teacher: fan-van
   Students: fan-van

   Teacher: fine-vine
   Students: fine-vine

Student Guide Ten

A		B	
[fæn]	fan	[væn]	van
[fa^{i}n]	fine	[va^{i}n]	vine
[fil]	feel	[vil]	veal
[fe^{i}n]	fain	[ve^{i}n]	vein
[fæt]	fat	[væt]	vat
[fe^{i}l]	fail	[ve^{i}l]	veil
[féri]	fairy	[véri]	very
[fe^{i}s]	face	[ve^{i}s]	vase
[fi]	fee	[vi]	V (letter)
[fɛč]	fetch	[vɛč]	vetch
[fa^{i}]	fie	[va^{i}]	vie



C		D	
[hæf]	half	[hæv]	have
[we^{i}f]	waif	[we^{i}v]	wave
[lif]	leaf	[liv]	leave
[dəf]	duff	[dəv]	dove
[bɪlíf]	belief	[bɪlív]	believe

E	F
[ɔfə ɔfə ɔfə ɔf]	[əvə əvə əvə əv]
[ɪfə ɪfə ɪfə ɪf]	[ivə ɪvə ivə iʌ]
[ɛfə ɛfə ɛfə ɛf]	[ævə ævə ævə æv]
[æfə æfə æfə æf]	[uvə uʌə uvə uv]

G

This is a new fan.

This is a new van

H

[mɪstə́ grɛg ðɪs iz rabə́t ro^{u}]

[rabə́t ðɪs ɪz mɪstə́ grɛg]

[ha^{u} du yu du mɪstə́ grɛg]

of [f] in words of A. (Point out, using facial diagram, that it is voiceless, with the lower lip touching the cutting edge of the upper teeth.)

3. Ask students to listen and observe the initial sound in the words of B as the teacher pronounces them.

4. Ask the students to describe the articulation of [v] in the words of B. (Using facial diagram, point out that [f] and [v] are exactly alike except that [f] is voiceless and [v] is voiced.

5. Drill A and B for recognition of initial [f] and [v] by using the following exercises:

   a. **Teacher:** fan-van Same or different?
   Students: different

   Teacher: vat-vat?
   Students: same
   (Continue drill.)

   b. **Teacher:** feel-feel-feel Which are the same?
   Students: one, two and three

   Teacher: fat-vat-vat?
   Students: two and three
   (Continue drill.)

   c. Which column? A or B

   Teacher: vein?
   Students: B

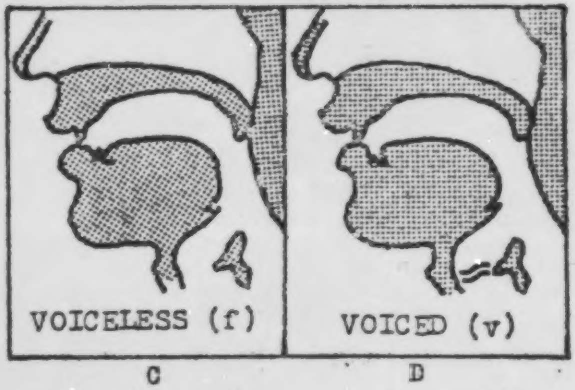
   Teacher: fetch?
   Students: A
   (Continue drill.)

6. Choral repetition of A and B in pairs. For example:

   Teacher: fan-van
   Students: fan-van

   Teacher: fine-vine
   Students: fine-vine
   (Continue exercise, repeating each pair several times.)

[fe^{i}n]	fain	[ve^{i}n]	vein
[fæt]	fat	[væt]	vat
[fe^{i}l]	fail	[ve^{i}l]	veil
[féri]	fairy	[véri]	very
[fe^{i}s]	face	[ve^{i}s]	vase
[fi]	fee	[vi]	V (letter)
[fɛč]	fetch	[vɛč]	vetch
[fa^{i}]	fie	[va^{i}]	vie



C		D	
[hæf]	half	[hæv]	have
[we^{i}f]	waif	[we^{i}v]	wave
[lif]	leaf	[liv]	leave
[dəf]	duff	[dəv]	dove
[bɪlif]	belief	[bɪlív]	believe

E				F			
[ɔfə	ɔfə	ɔfə	ɔf]	[əvə	əvə	əvə	əv]
[ɪfə	ɪfə	ɪfə	ɪf]	[ivə	ivə	ivə	iv]
[ɛfə	ɛfə	ɛfə	ɛf]	[ævə	ævə	ævə	æv]
[æfə	æfə	æfə	æf]	[uvə	uvə	uvə	uv]

G

This is a new fan.

This is a new van

H

[mɪstə́ greg ðɪs iz rabə́t ro^{u}]

[rabə́t ðɪs ɪz mɪstə́ grɛg]

[ha^{u} du yu du mɪstə́ grɛg]

[ha du yu du rabə́t]

[rabə́t ɪz wən əv ar nu students]
Robert is one of our new students.

[hwɛr ɪz yur ho^{u}m rabə́t]
Where is your home Robert?

Teacher Guide Ten (Cont'd)

7. Choral and individual repetition of B.
   For example:

   Teacher: van
   Students: van
   (Continue drill. Check on the articulation as the students produce [v] in each word.)

8. Opposite responses, using A and B.
   For example:

   Teacher: veal
   Students: feel

   Teacher: fairy
   Students: very
   (Continue drill.)

9. Drill C and D for recognition of [f] and [v] in final position by the exercises of 5, above.
   For example:

   a. Same or different?
   b. Which are the same: 1-2, 1-3, or 2-3?
   c. Which column? C or D

Student Guide Ten (Cont'd)

I		J	
[ləvd]	loved	[læft]	laughed
[muvd]	moved	[kɔft]	coughed
[ro^{u}vd]	roved	[sɔft]	soft
[lɪvd]	lived	[ræft]	raft
[we^{i}vd]	waved	[lɪft]	lift

K		L	
[muvz]	moves	[læfs]	laughs
[ləvz]	loves	[kɔfs]	coughs
[we^{i}vz]	waves	[kæfs]	calf's
[ro^{u}vz]	roves	[stæfs]	staffs
[ke^{i}vs]	caves	[kəfs]	cuffs

10. Choral and individual repetition of E to drill production [f] in final position.
    For example:

    Teacher: [ɔfə ɔfə ɔfə ɔf]
    Students: [ɔfə ɔfə ɔfə ɔf]

    Teacher: [ɪfə ɪfə ɪfə ɪf]
    Students: [ɪfə ɪfə ɪfə ɪf]
    (Continue drill. Repeat each line several times.)

11. Choral and individual repetition of F to drill production of [v] in final position.
    For example:

    Teacher: [əvə əvə əvə əv]
    Students: [əvə əvə əvə əv]
    (Continue drill.)

12. Choral repetition of C and D in pairs.
    For example:

    Teacher: half-have

    Students: half-have
    (Continue drill.)

13. Opposite responses, using C and D.
    For example:

    Teacher says leave.
    Students say leaf.

each word.)

[ləvd]	loved	[læft]	laughed
[muvd]	moved	[kɔft]	coughed
[ro^{u}vd]	roved	[sɔft]	soft
[lɪvd]	lived	[ræft]	raft
[we'vd]	waved	[lɪft]	lift

K		L	
[muvz]	moves	[læfs]	laughs
[ləvz]	loves	[kɔfs]	coughs
[we^{i}vz]	waves	[kæfs]	calf's
[ro^{u}vz]	roves	[stæfs]	staffs
[ke^{i}vs]	caves	[kəfs]	cuffs

8. Opposite responses, using A and B.
For example:

Teacher: veal
Students: feel

Teacher: fairy
Students: very
(Continue drill.)

9. Drill C and D for recognition of [f] and [v] in final position by the exercises of 5, above.
For example:

a. Same or different?
b. Which are the same: 1-2, 1-3, or 2-3?
c. Which column? C or D

10. Choral and individual repetition of E to drill production [f] in final position.
For example:

Teacher: [ɔfə ɔfə ɔfə ɔf]
Students: [ɔfə ɔfə ɔfə ɔf]

Teacher: [ɪfə ɪfə ɪfə ɪf]
Students: [ɪfə ɪfə ɪfə ɪf]
(Continue drill. Repeat each line several times.)

11. Choral and individual repetition of F to drill production of [v] in final position.
For example:

Teacher: [əvə əvə əvə əv]
Students: [əvə əvə əvə əv]
(Continue drill.)

12. Choral repetition of C and D in pairs.
For example:

Teacher: half-have

Students: half-have
(Continue drill.)

13. Opposite responses, using C and D.
For example:

Teacher says leave.
Students say leaf.

Teacher says duff.
Students say dove.
(Continue drill using all of the possible pairs several times. If the students have difficulty distinguishing final [f] and [v], review the above drills.)

14. Choral repetition of the sentences of G. Insist on exact imitation of the intonation pattern.

15. Opposite response, using sentences of G. For example:

Teacher says "This is a new fan."
Students say "This is a new van."

Teacher: van
Students: "This is a new fan."

Teacher: fan
Students: "This is a new van."

(Continue exercise giving fan and van at random.)

16. Choral and individual repetition of the sentences of H. (Insist on exact imitation of the intonation patterns indicated. Check especially on the pronunciation of [ð] in this, [z] in is, and [st] in student.)

17. Have three individual students (or three small groups of students at a time say the parts of the three speakers in the dialog of H from memory.

18. Choral repetition of I, J, K and L. (Repeat each group several times. Notice that each word has only one syllable. Do not permit the student to omit either of the final consonants.)

LESSON ELEVEN

Pronunciation of Regular Plural and Past Tense Indicators

PART I

Teacher Guide Eleven

1. Write the words VOICED and VOICELESS on the blackboard. Tell the students to listen to the last sound in each of the following words and tell if the last sound is voiced or voiceless. If the last sound is voiceless, write the word on the board under VOICELESS. If it is voiced, write the word under VOICED.

[ko^{u}m]	comb	[bɛd]	bed
[k^{ə}p]	cup	[sak]	sock
[fæn]	fan	[šu]	shoe
[bo^{u}t]	boat	[ple^{i}t]	plate
[spun]	spoon	[pɛn]	pen
[te^{i}bəl]	table	[bʊk]	book
[mæŋgo^{u}]	mango	[ko^{u}t]	coat
[klak]	clock	[k^{ə}f]	cuff
[dɔg]	dog	[pɛnsəl]	pencil
		[sɔŋ]	song

Note: The words should be divided as follows: under VOICED, comb, fan, pen, spoon, table, mango, dog, bed, shoe, pencil, song: under VOICELESS, cup, boat, sock, plate, book, coat, cuff, clock.)

2. Write "s" after each of the words under VOICED.
For example:

combs, fans, spoons, etc.

Students listen as teacher pronounces the plural forms of the words under VOICED:
For example:

Teacher: [ko^{u}mz] combs
Teacher: [fænz] fans
(Continue through all of the words under VOICED.)

3. Ask the students to describe the pronunciation of the plural indicator after the words under VOICED. (Clarify for the students that the plural indicator after voiced sounds is [z] regardless of spelling.)

4. Choral repetition of the words under VOICED

Student Guide Eleven

A

[ko^{u}mz]	combs	[sæks]	sacks
[kəps]	cups	[šuz]	shoes
[fænz]	fans	[ple^{i}ts]	plates
[bo^{u}ts]	boats	[dɔgz]	dogs
[spunz]	spoons	[pɛnz]	pens
[bɛdz]	beds	[bʊks]	books
[te^{i}bəlz]	tables	[ko^{u}ts]	coats
[mæŋgo^{u}z]	mangos	[k^{ə}fs]	cuffs
		[sɔŋz]	songs

B

[glæs]	glass	[lənč]	lunch
[klæs]	class	[æš]	ash
[ho^{u}z]	hose	[pis]	piece
[ro^{u}z]	rose	[bla^{u}s],	blouse
[bič]	beach	[fe^{i}s]	face
[ple^{i}s]	place	[bʊš]	bush

C

[glǽsɪz]	glasses	[lə́nčɪz]	lunches
[klǽsɪz]	classes	[ǽšɪz]	ashes
[hó^{u}zɪz]	hoses	[písɪz]	pieces
[ró^{u}zɪz]	roses	[blá^{u}sɪz]	blouses
[bíčɪz]	beaches	[fé^{i}sɪz]	faces
[plé^{i}sɪz]	places	[bʊ́šɪz]	bushes

D

coat
fan
rose
beach
book
bed
spoon
face
shoe
pen
sack
dog
boat
class
comb
cup
blouse
song

E

[mɪstə́ greg ðɪs ɪz rabə́t ro^{u}

[rabə́t ðɪs ɪz mɪstə́ greg]

[ha^{u} du yu ðɪ rabə́t]

[ha^{u} du yu ðɪ mɪstə́ greg]

[rabə́t ɪz wən əv ar mɪ studənts]

[hwɛr ɪz yur ho^{u}m rabə́t]

(Continue drill, repeating each line

listen to the last sound in each of the following words and tell if the last sound is voiced or voiceless. If the last sound is voiceless, write the word on the board under VOICELESS. If it is voiced, write the word under VOICED.

[ko^{u}m]	comb	[bɛd]	bed
[k^{ə}p]	cup	[sak]	sock
[fæn]	fan	[šu]	shoe
[bo^{u}t]	boat	[ple^{i}t]	plate
[spun]	spoon	[pɛn]	pen
[te^{i}bəl]	table	[bʊk]	book
[mæŋgo^{u}]	mango	[ko^{u}t]	coat
[klak]	clock	[k^{ə}f]	cuff
[dɔg]	dog	[pɛns^{ə}l]	pencil
		[sɔŋ]	song

Note: The words should be divided as follows: under VOICED, comb, fan, pen, spoon, table, mango, dog, bed, shoe, pencil, song: under VOICELESS, cup, boat, sock, plate, book, coat, cuff, clock.)

2. Write "s" after each of the words under VOICED.
For example:

combs, fans, spoons, etc.

Students listen as teacher pronounces the plural forms of the words under VOICED:
For exampl

Teacher: [ko^{u}mz] combs
Teacher: [fænz] fans

(Continue through all of the words under VOICED.)

3. Ask the students to describe the pronunciation of the plural indicator after the words under VOICED. (Clarify for the students that the plural indicator after voiced sounds is [z] regardless of spelling.)

4. Choral repetition of the words under VOICED.

5. Write s after all the words under VOICELESS.
For example:
cups, boats, sock, etc.

[ko^{u}mz]	combs	[sæks]	sacks
[kəps]	cups	[šuz]	shoes
[fænz]	fans	[ple^{i}ts]	plates
[bo^{u}ts]	boats	[dɔgz]	dogs
[spunz]	spoons	[pɛnz]	pens
[bɛdz]	beds	[bʊks]	books
[te^{i}bəlz]	tables	[ko^{u}ts]	coats
[mæŋgo^{u}z]	mangos	[k^{ə}fs]	cuffs
		[sɔŋz]	songs

B

[glæs]	glass	[lənč]	lunch
[klæs]	class	[æš]	ash
[ho^{u}z]	hose	[pis]	piece
[ro^{u}z]	rose	[bla^{u}s]	blouse
[bič]	beach	[fe^{i}s]	face
[ple^{i}s]	place	[bʊš]	bush

C

[glǽsɪz]	glasses	[lə́nčɪz]	lunches
[klǽsɪz]	classes	[ǽšɪz]	ashes
[hó^{u}zɪz]	hoses	[písɪz]	pieces
[ró^{u}zɪz]	roses	[blá^{u}sɪz]	blouses
[bíčɪz]	beaches	[fé^{i}sɪz]	faces
[plé^{i}sɪz]	places	[bʊ́šɪz]	bushes

D

coat
fan
rose
beach
book
bed
spoon
face
shoe
pen
sack
dog
boat
class
comb
cup
blouse
song

E

[mɪstə́ greg ðɪs ɪz rabə́t ro^{u}

[rabə́t ðɪs ɪz mɪstə́ greg]

[ha^{u} du yu dù rabə́t]

[ha^{u} du yu dù mɪstə́ greg]

[rabə́t ɪz wən əv ar nu stud^{ə}nts]

[hwɛr ɪz yʊr ho^{u}m rabə́t]

[ɪn sá^{i}gan sá^{u}θ viəthəm]

Teacher Guide Eleven (Cont'd)

Students listen as the teacher pronounces the plural forms of the words under VOICELESS.
For example:

Teacher: [kəps] cups
Teacher: [bo^{u}ts] boats

(Continue through all of the words under VOICELESS.)

6. Ask the students to describe the pronunciation of plural indicator in these words. (Clarify for the students that the plural indicator after voiceless sounds is [s] .

7. Choral repetition of the words under VOICELESS.

8. Choral and individual repetition of the words of A of the Student Guide. (Check on final [z] after voiced sounds and [s] after voiceless sounds.)

9. Pronounce the words of B (Student Guide Eleven) and direct students' attention to the final sound in each word. Point out to the students that all of these words end in what are called sibilants [s z š ž č ǰ] and that the plural form of words that end in these sounds is made by the addition of [ɪz] . (Note: [ž] and [ǰ] are not presented in this lesson.

Student Guide Eleven (Cont'd)

F

clap ([klæp] ends in voiceless [p] , add [t])

roam ([ro^{u}m] ends in voiced [m] , add [d])

need ([nid] ends in [d] , add [ɪd])

want ([wənt] ends in [t] , add [ɪd])

work rub end bow
beg pass talk add
hunt study laugh wash

G

He said clap and I clapped.

He said beg and I begged.

He said add and I added.

10. Choral repetition of the plural forms under C.
For example:

Teacher: [glæsɪz]
Students: [glǽsɪz]

(Continue repetition.)

11. Choral and individual repetition of pairs from B and C.
For example:

Teacher: [glæs glǽsɪz]
Students: [glæs glǽsɪz]

(Continue drill. Note: The stress is never on the [ɪz] .)

12. Individual (or small group) readings of words of D. (Check on understanding and production of the [-s -z -ɪz] plural indicators. If the students do not comprehend at this point, repeat above drills.)

13. Choral and individual repetition of sentences of E. (Insist on exact imitation of the intonation patterns indicated. Students should be able to read the sentences in the special alphabet by this lesson. If there is some difficulty with recognition of the symbols, have a special drill on the symbols used in the first eleven lessons.)

14. Individuals (or small groups) recite the dialog of E from memory. (Check on

6. Ask the students to describe the pronunciation of plural indicator in these words. (Clarify for the students that the plural indicator after voiceless sounds is [s] .

7. Choral repetition of the words under VOICELESS.

8. Choral and individual repetition of the words of A of the Student Guide. (Check on final [z] after voiced sounds and [s] after voiceless sounds.)

9. Pronounce the words of B (Student Guide Eleven) and direct students' attention to the final sound in each word. Point out to the students that all of these words end in what are called sibilants [s z ṡ̌ ž č ǰ] and that the plural form of words that end in these sounds is made by the addition of [ɪz] . (Note: [ž] and [ǰ] are not presented in this lesson.

need ([nid] ends in [d] , add [ɪd])

want ([wənt] ends in [t] , add [ɪd])

work	rub	end	bow
beg	pass	talk	add
hunt	study	laugh	wash

G

He said clap and I clapped.

He said beg and I begged.

He said add and I added.

10. Choral repetition of the plural forms under C.
For example:

Teacher: [glæsɪz]
Students: [glǽsɪz]
(Continue repetition.)

11. Choral and individual repetition of pairs from B and C.
For example:

Teacher: [glæs glǽsɪz]
Students: [glæs glǽsɪz]
(Continue drill. Note: The stress is never on the [ɪz] .)

12. Individual (or small group) readings of words of D. (Check on understanding and production of the [-s -z -ɪz] plural indicators. If the students do not comprehend at this point, repeat above drills.)

13. Choral and individual repetition of sentences of E. (Insist on exact imitation of the intonation patterns indicated. Students should be able to read the sentences in the special alphabet by this lesson. If there is some difficulty with recognition of the symbols, have a special drill on the symbols used in the first eleven lessons.)

14. Individuals (or small groups) recite the dialog of E from memory. (Check on student production of the intonation patterns, the [r] in Robert, the [z] in is, the [gr] in Gregg and the [st] in student. If the students are weak in any of these, correct and review.)

PART II

15. Write the words VOICED and VOICELESS on the blackboard. Repeat the following

words and have the students indicate whether the last sound in each is voiced or voiceless. If the final sound is voiced, put the word under VOICED (on the blackboard). If the final sound is voiceless, put it under VOICELESS,

[klæp]	clap	[bɛg]	beg	[waš]	wash
[ro^{u}m]	roam	[re^{i}z]	raise	[bæŋ]	bang
[ba^{u}]	bow	[pæs]	pass	[rəb]	rub
[wə́k]	work	[la^{i}n]	line	[ro^{u}l]	roll
[læf]	laugh	[kɔl]	call	[tɔk]	talk
[rič]	reach	[dæns]	dance	[vo^{i}s]	voice

(Note: Under VOICED there should be the following words: roam, bow, beg, raise, line, call, bang, rub, roll. Under VOICELESS should be: clap, work, laugh, reach, pass, dance, wash, talk, voice.

16. Write ed after each of the words under VOICED. (For example: roamed, bowed, begged (notice double g), raised, lined, called, banged, rubbed (double b), rolled.) Pronounce the past form of the verbs under VOICED. Direct the students' attention to the pronunciation of the past tense indicator. Ask the students to describe the pronunciation of the past tense indicator in these words. (Clarify for them that the -ed is pronounced [d] after voiced sounds.)

17. Choral repetition of the words under VOICED.
For example:

Teacher:	[ro^{u}md]	roamed
Students:	[ro^{u}md]	roamed
Teacher:	[ba^{u}d]	bowed
Students:	[ba^{u}d]	bowed

(Continue drill. Note: Do not permit the students to add another syllable when pronouncing the [d] . All of the words under VOICED (on the blackboard) are still only one syllable.)

18. Add the -ed past tense indicator to the verbs under VOICELESS. Pronounce these words and tell the students to listen to the pronunciation of -ed. Ask the students to describe the pronunciation of -ed. Clarify that the past tense indicator -ed after voiceless sounds is [t] .

19. Choral repetition of the past tense forms of the verbs under VOICELESS (on the blackboard). (Note: As in 17, the [t] is not an extra syllable, but is pronounced with the last sound of the verb as one syllable.)

20. Put the following words on the blackboard: need, want, hunt, heed, end, rest, add, count, treat, sleet, doubt, fret, mend. Pronounce these words for the students. Ask the students what these verbs have in common. (All of them end in [t] or [d] .)

21. Write -ed on each of the verbs listed under 20 above. Direct the students' attention to the pronunciation of the -ed, past tense indicator of these verbs. Ask the students to describe the pronunciation. Clarify that after [t] or [d] , the past tense indicator -ed is pronounced [ɪd].

22. Choral and individual repetition of the words listed under 20 (on the blackboard).

23. Individual (or small group) readings of the past tense forms of the verbs under F. (Check on the understanding and pronunciation of the past tense indicator -ed [-d, -t, ɪd].

(Note: Under VOICED there should be the following words: roam, bow, beg, raise, line, call, bang, rub, roll. Under VOICELESS should be: clap, work, laugh, reach, pass, dance, wash, talk, voice.

16. Write ed after each of the words under VOICED. (For example: roamed, bowed, begged (notice double g), raised, lined, called, banged, rubbed (double b), rolled.) Pronounce the past form of the verbs under VOICED. Direct the students' attention to the pronunciation of the past tense indicator. Ask the students to describe the pronunciation of the past tense indicator in these words. (Clarify for them that the -ed is pronounced [d] after voiced sounds.)

17. Choral repetition of the words under VOICED.
For example:

Teacher:	[roᵘmd]	roamed
Students:	[roᵘmd]	roamed
Teacher:	[baᵘd]	bowed
Students:	[baᵘd]	bowed

(Continue drill. Note: Do not permit the students to add another syllable when pronouncing the [d] . All of the words under VOICED (on the blackboard) are still only one syllable.)

18. Add the -ed past tense indicator to the verbs under VOICELESS. Pronounce these words and tell the students to listen to the pronunciation of -ed. Ask the students to describe the pronunciation of -ed. Clarify that the past tense indicator -ed after voiceless sounds is [t] .

19. Choral repetition of the past tense forms of the verbs under VOICELESS (on the blackboard). (Note: As in 17, the [t] is not an extra syllable, but is pronounced with the last sound of the verb as one syllable.)

20. Put the following words on the blackboard: need, want, hunt, heed, end, rest, add, count, treat, sleet, doubt, fret, mend. Pronounce these words for the students. Ask the students what these verbs have in common. (All of them end in [t] or [d] .)

21. Write -ed on each of the verbs listed under 20 above. Direct the students' attention to the pronunciation of the -ed, past tense indicator of these verbs. Ask the students to describe the pronunciation. Clarify that after [t] or [d] , the past tense indicator -ed is pronounced [ɪd].

22. Choral and individual repetition of the words listed under 20 (on the blackboard).

23. Individual (or small group) readings of the past tense forms of the verbs under F. (Check on the understanding and pronunciation of the past tense indicator -ed [-d, -t, ɪd].

24. Choral repetition of the sentences under G. (Insist on exact imitation of the intonation pattern indicated.)

25. Substitute the following verbs for clap in the sentence, "He said clap and I clapped."

roll wash
end dance
rest study
work laugh

Teacher Guide Eleven (Cont'd)

For example:

Teacher:	roll
Students:	He said roll and I rolled.
Teacher:	wash
Students:	He said wash and I washed.
Teacher:	add
Students:	He said add and I added.

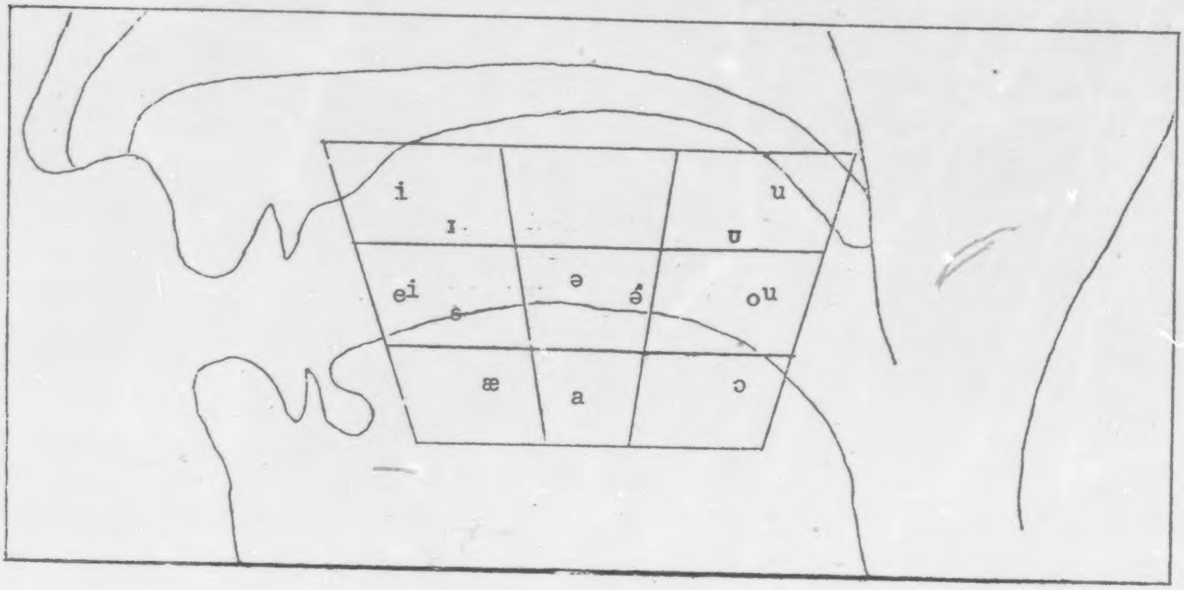
(Continue drill.)

LESSON TWELVE

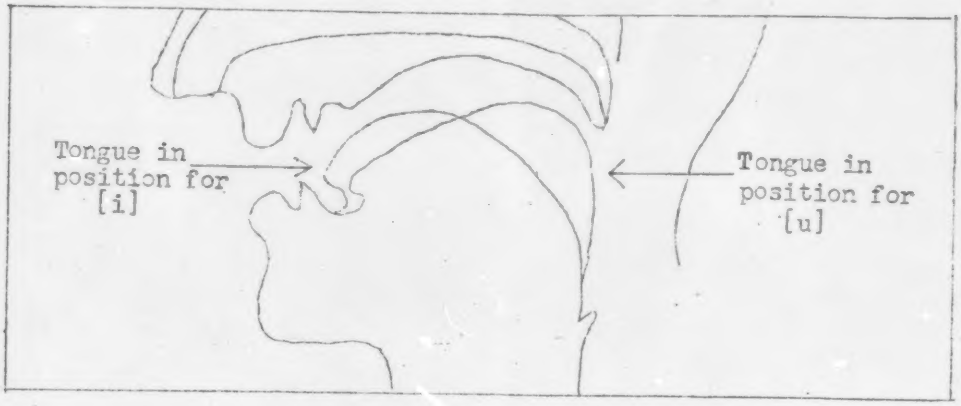
(Introduction to the English Vowel System)
Recognition and Production of [i] and [ɪ]
Intonation Drill

Teacher Guide Twelve

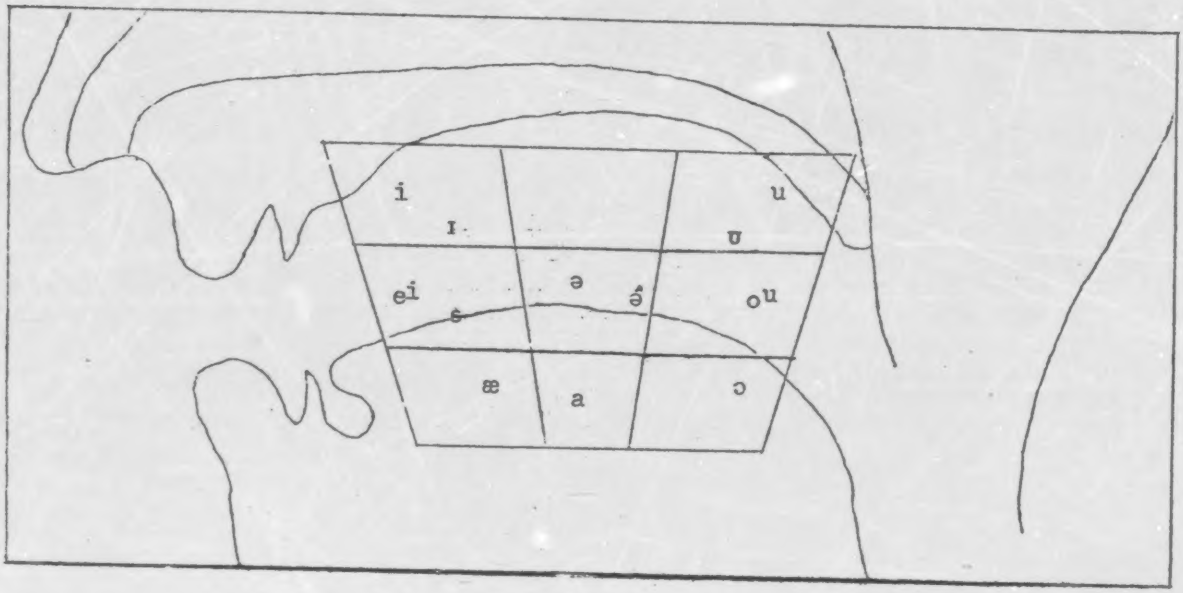
Note: Introduction to the English Vowel System. This is the first lesson devoted to the pronunciation of English vowels. As stated in the "Introduction," there are only five vowel letters to represent many vowel sounds. In this book the symbols presented in the following chart represent the contrastive vowels of English. The vowel symbols are superimposed on a facial diagram to illustrate the relative area of production of the vowels in the oral cavity.



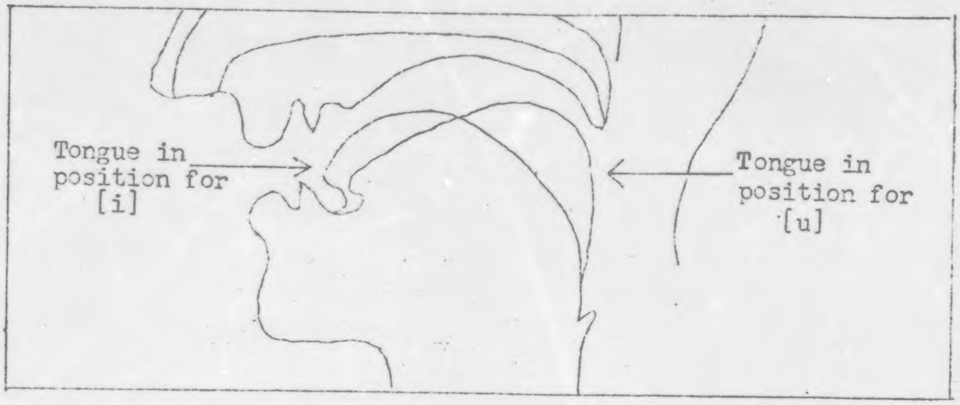
During the production of [i] the hump of the tongue is very high in the mouth and very far forward (See diagram below). During the production of [u] the tongue is high, but far back in the mouth. Compare the position of the tongue for [i] and [u] in the diagram below.



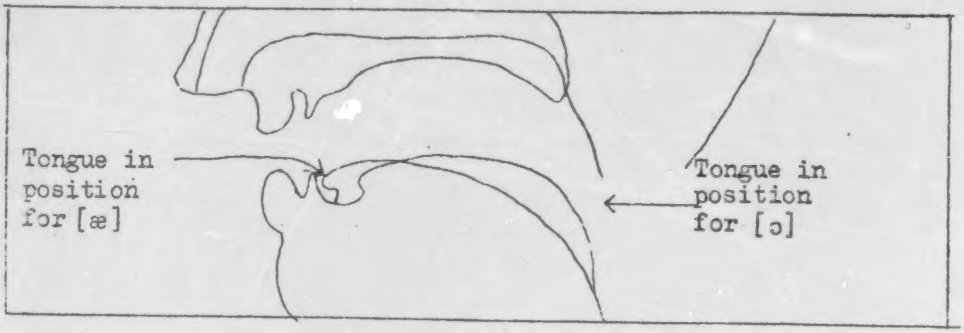
bols presented in the following chart represent the contrastive vowels of English. The vowel symbols are superimposed on a facial diagram to illustrate the relative area of production of the vowels in the oral cavity.



During the production of [i] the hump of the tongue is very high in the mouth and very far forward (See diagram below). During the production of [u] the tongue is high, but far back in the mouth. Compare the position of the tongue for [i] and [u] in the diagram below.



We can refer to [i] as being a high-front vowel and [u] as a high-back vowel. In the production of [æ] the front of the tongue is low and in front of the mouth (the tip of the tongue touches the back of the lower teeth); whereas during the production of [ɔ] the tongue is low but far back in the mouth. Compare the position of the tongue in the production of [æ] and [ɔ] in the following diagram.



We can refer to [æ] as being a low-front vowel and [ɔ] as a low-back vowel. All of the vowels listed in the chart on the previous page can be similarly described by the relative position of the tongue in the oral cavity.

[i] as in beat is a high-front vowel
[ɪ] as in bit is a low-high front vowel
[e^{i}] as in day is a high-mid front vowel
[ɛ] as in bet is a low-mid front vowel
[æ] as in cat is a low-front vowel

[ə] as in but is a mid-central vowel
[ə́] as in were is a mid-central retracted vowel
[a] as in not is a low-central vowel

[u] as in boot is a high-back vowel
[ʊ] as in book is a low-high back vowel
[o^{u}] as in boat is a mid-back vowel
[ɔ] as in bought is a low-back vowel

In addition to their relative position in the mouth, the front and central vowels are produced with the lips spread or unrounded, whereas the lips are rounded in the production of the back vowels.

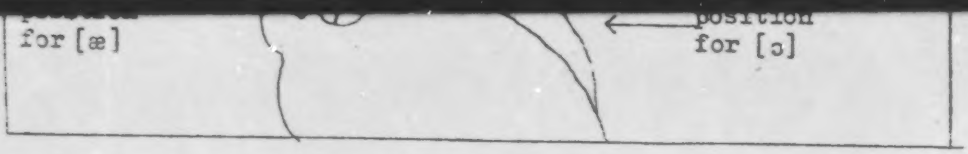
In addition to those sounds shown on the vowel chart, there are three "glides" which serve as single unit vowels in English, namely:

[a^{i}] as in ba^{i} by
[o^{i}] as in bo^{i} boy
[a^{u}] as in ka^{u} cow

These will be taken up in greater detail in later lessons.

All of these vowels are contrastive, that is, the use of one or the other changes the meaning of a word. Thus, "meat" [mit] is something we eat, but "mitt" [mɪt] is a type of glove. In the following lessons, all vowel sounds will be presented.

The length of each vowel in English is controlled by the environment in which the vowel is found. For example, a vowel which is followed by a voiceless sound is relatively short, as in [bit] beat, [bæk] back, [kəp] cup. If the vowel is followed by a voiced sound, it is longer than the same vowel before a voiceless sound. Thus, the [i] of [bid] bead, the [æ] of [bæg] bag, and the [ə] of [kəb] cub are longer than the same vowels in



We can refer to [æ] as being a low-front vowel and [ɔ] as a low-back vowel. All of the vowels listed in the chart on the previous page can be similarly described by the relative position of the tongue in the oral cavity.

[i] as in beat is a high-front vowel
[ɪ] as in bit is a low-high front vowel
[e^i] as in day is a high-mid front vowel
[ɛ] as in bet is a low-mid front vowel
[æ] as in cat is a low-front vowel

[ə] as in but is a mid-central vowel
[ə́] as in were is a mid-central retracted vowel
[a] as in not is a low-central vowel

[u] as in boot is a high-back vowel
[ʊ] as in book is a low-high back vowel
[o^u] as in boat is a mid-back vowel
[ɔ] as in bought is a low-back vowel

In addition to their relative position in the mouth, the front and central vowels are produced with the lips spread or unrounded, whereas the lips are rounded in the production of the back vowels.

In addition to those sounds shown on the vowel chart, there are three "glides" which serve as single unit vowels in English, namely:

[a^i] as in ba^i by
[o^i] as in bo^i boy
[a^u] as in ka^u cow

These will be taken up in greater detail in later lessons.

All of these vowels are contrastive, that is, the use of one or the other changes the meaning of a word. Thus, "meat" [mit] is something we eat, but "mitt" [mɪt] is a type of glove. In the following lessons, all vowel sounds will be presented.

The length of each vowel in English is controlled by the environment in which the vowel is found. For example, a vowel which is followed by a voiceless sound is relatively short, as in [bit] beat, [bæk] back, [kəp] cup. If the vowel is followed by a voiced sound, it is longer than the same vowel before a voiceless sound. Thus, the [i] of [bid] bead, the [æ] of [bæg] bag, and the [ə] of [kəb] cub are longer than the same vowels in .. [bit , bæk, kəp) beat, back, cup. Finally, if the vowel occurs in an open syllable (no consonant following it), it is longer than the same vowel before either a voiced or voiceless sound. We can demonstrate this relative length by using [:] to represent length and write the three words be, bead, and beat in the special alphabet as follows:

[bi::] be
[bi:d] bead
[bit] beat

Teacher Guide Twelve (Cont'd)

Since the length of English vowels is always controlled by what follows it, we will not mark length in the lesson material.

1. Drill for recognition of [i] and [ɪ] by the following types of drills using A and B of Student Guide Twelve:

   a. Teacher: [bi bi] Same or different?
      Students: Same

      Teacher: [fi fɪ] ?
      Students: Different

   (Continue exercise.)

   b. Teacher [ti tɪ tɪ] Which are the same?
      Students: Two and three

      Teacher: [ši ši ši] ?
      Students: One, two and three

   (Continue exercise.)

   c. Teacher: [dɪ] From column A or B?
      Students: B

      Teacher: [di]
      Students: A

   (Continue exercise.)
   (Note: Syllables of A and B are not for student repetition.)

2. Describe briefly the difference in articulations of [i] and [ɪ] . Illustrate with facial diagram.

3. Choral repetition of C.
   For example:

   Teacher: [i ɪ i ɪ i]
   Students: [i ɪ i ɪ i]

   Teacher: [bi bɪ bi bɪ bi]
   Students: [bi bɪ bi bɪ bi]

   (Continue exercise. Repeat each line of C many times.)

4. Choral repetition of D.
   For example:

   Teacher: [ɪ i ɪ i ɪ]
   Students: [ɪ i ɪ i ɪ]

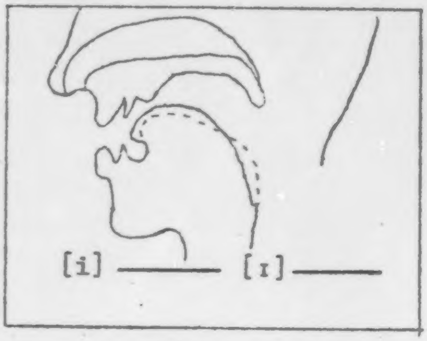
   Teacher: [mɪ mi mɪ mi mɪ]
   Students: [mɪ mi mɪ mi mɪ]

   (Continue exercise.)

5. Choral repetition of E.
   For example:

Student Guide Twelve

A	B
[bi]	[bɪ]
[si]	[sɪ]
[fi]	[fɪ]
[di]	[dɪ]
[ti]	[tɪ]
[ši]	[šɪ]
[ki]	[kɪ]



C

[i ɪ i ɪ i]
[bi bɪ bi bɪ bi]
[bid bɪd bid bɪd bid]
[bit bɪt bit bɪt bit]

D

[ɪ i ɪ i ɪ]
[mɪ mi mɪ mi mɪ]
[mɪd mid mɪd mid mɪd]
[mɪt mit mɪt mit mɪt]

E

[i ɪ i ɪ i]
[id ɪd id ɪd id]
[it ɪt it ɪt it]
[its ɪts its ɪts its]
[sits sɪts sits sɪts sits]

F

[mit]	meat
[sit]	seat
[bid]	bead
[sin]	seen
[tim]	team
[šin]	sheen
[šip]	sheep

G

[mɪt]	mitt
[sɪt]	sit
[bɪd]	bid
[sɪn]	sin
[tɪm]	Tim
[šɪn]	shin
[šɪp]	ship

Teacher: [fi fɪ] ?
Students: Different
(Continue exercise.)

b. Teacher [ti tɪ tɪ] Which are the same?
Students: Two and three

Teacher: [ši ši ši] ?
Students: One, two and three
(Continue exercise.)

c. Teacher: [dɪ] From column A or B?
Students: B

Teacher: [di]
Students: A
(Continue exercise.)
(Note: Syllables of A and B are not for student repetition.)

2. Describe briefly the difference in articulations of [i] and [ɪ] . Illustrate with facial diagram.

3. Choral repetition of C.
For example:

Teacher: [i ɪ i ɪ i]
Students: [i ɪ i ɪ i]

Teacher: [bi bɪ bi bɪ bi]
Students: [bi bɪ bi bɪ bi]
(Continue exercise. Repeat each line of C many times.)

4. Choral repetition of D.
For example:

Teacher: [ɪ i ɪ i ɪ]
Students: [ɪ i ɪ i ɪ]

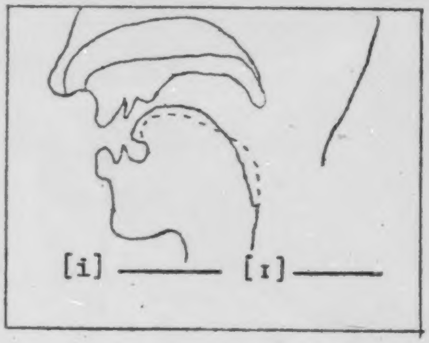
Teacher: [mɪ mi mɪ mi mɪ]
Students: [mɪ mi mɪ mi mɪ]
(Continue exercise.)

5. Choral repetition of E.
For example:

Teacher: [i ɪ i ɪ i]
Students: [i ɪ i ɪ i]

Teacher: [id ɪd id ɪd id]
Students: [id ɪd id ɪd id]
(Continue exercise.)

[si]	[sɪ]
[fi]	[fɪ]
[di]	[dɪ]
[ti]	[tɪ]
[ši]	[šɪ]
[ki]	[kɪ]



C

[i ɪ i ɪ i]
[bi bɪ bi bɪ bi]
[bid bɪd bid bɪd bid]
[bit bɪt bit bɪt bit]

D

[ɪ i ɪ i ɪ]
[mɪ mi mɪ mi mɪ]
[mɪd mid mɪd mid mɪd]
[mɪt mit mɪt mit mɪt]

E

[i ɪ i ɪ i]
[id ɪd id ɪd id]
[it ɪt it ɪt it]
[its ɪts its ɪts its]
[sits sɪts sits sɪts sits]

F

[mit]	meat
[sit]	seat
[bid]	bead
[sin]	seen
[tim]	team
[šin]	sheen
[šip]	sheep
[čip]	cheap

G

[mɪt]	mitt
[sɪt]	sit
[bɪd]	bid
[sɪn]	sin
[tɪm]	Tim
[šɪn]	shin
[šɪp]	ship
[čɪp]	chip

H

seat

a seat

have a seat

Please have a seat.

Teacher Guide Twelve (Cont'd)

6. Choral and individual repetition of F and G in pairs.
   For example:

   Teacher: meat - mit
   Students: meat - mit

   Teacher: seat - sit
   Students: seat - sit
   (Continue exercise repeating all of the pairs several times.)

7. Opposite response drill using F and G.
   For example:

   Teacher: [tim]
   Students: [tɪm]

   Teacher: [sɪn]
   Students: [sin]

   Teacher: [čɪp]
   Students: [čip]
   (Continue exercise. If the students have great difficulty in hearing the [i] and [ɪ] contrast or in producing them, repeat the above drills.)

8. Choral and individual repetition of H.

   (Repeat each line several times. Insist on exact imitation of the intonation pattern indicated.)

9. Choral and individual repetition of I.
   (See Note in 8, above.)

10. (Note: In Lesson Eleven the pronunciation of the past tense indicator was presented. When the past tense indicator is pronounced [d] and the following word begins with a vowel, the [d] is pronounced with the following vowel. For example: called it is pronounced in normal speech [kɔl dɪt].
    Choral repetition of J.
    For example:

    Teacher: [kɔl dɪt] called it
    Students: [kɔl dɪr]

    Teacher: [ro^{u}l dɪt] rolled it
    Students: [ro^{u}l dɪt]

    (Continue exercise. Repeat each line several times.)

Student Guide Twelve (Cont'd)

I

down
sit down
Please sit down
Mary, please sit down.

J

[kɔl dɪt]	called it
[ro^{u}l dɪt]	rolled it
[bɛg dɪt]	begged it
[re^{i}z dɪt]	raised it
[rəb dɪt]	rubbed it
[la^{i}n dɪt]	lined it
[plæn dɪt]	planned it

Students: seat - sit
(Continue exercise repeating all of the pairs several times.)

7. Opposite response drill using F and G. For example:

Teacher: [tin]
Students: [tɪn]

Teacher: [sɪn]
Students: [sin]

Teacher: [čɪp]
Students: [čip]

(Continue exercise. If the students have great difficulty in hearing the [i] and [ɪ] contrast or in producing them, repeat the above drills.)

8. Choral and individual repetition of H.

(Repeat each line several times. Insist on exact imitation of the intonation pattern indicated.)

9. Choral and individual repetition of I. (See Note in 8, above.)

10. (Note: In Lesson Eleven the pronunciation of the past tense indicator was presented. When the past tense indicator is pronounced [d] and the following word begins with a vowel, the [d] is pronounced with the following vowel. For example: called it is pronounced in normal speech [kɔl dɪt].
Choral repetition of J.
For example:

Teacher: [kɔl dɪt] called it
Students: [kɔl dɪr]

Teacher: [ro^{u}l dɪt] rolled it
Students: [ro^{u}l dɪt]

(Continue exercise. Repeat each line several times.)
(Note: Other similar arrangements of final consonant and initial vowel distribution will be introduced in the following lessons.)

Mary, please sit down.

J

[kɔl	dɪt]	called it
[ro^{u}l	dɪt]	rolled it
[bɛg	dɪt]	begged it
[re^{i}z	dɪt]	raised it
[rəb	dɪt]	rubbed it
[la^{i}n	dɪt]	lined it
[plæn	dɪt]	planned it

LESSON THIRTEEN

Stress Pattern of Noun Modification Structures
Production of [ə́]
Intonation Drill

PART I

Note: Frequently in English one noun is used to modify another, for example, "school teacher" or "dog house." In modification structures of this type, there is a regular stress pattern which must be learned. The loudest stress of the phrase usually will fall on the fixed stress of the modifying noun. For example:

examination day will have the stress pattern	[ɛgzæmɪné^{i}šən de^{i}]
school bus will have the stress pattern	[skúl bəs]
sugar spoon will have the stress pattern	[šúgə́ spun]
drug store will have the stress pattern	[drə́g stor]

Teacher Guide Thirteen

1. Pronounce the phrases of A several times. Ask the students to tell where the loudest stress is heard. Explain briefly that in structures of this type the loudest stress will be on the stressed syllable of the modifying word.

2. Choral repetition of A. (Insist on exact imitation of the stress and intonation pattern indicated.)
For example:

   Teacher: [skúl rum]
   Students: [skúl rum]

   (Continue drill. Repeat each phrase several times.)

3. The teacher gives [rum room, the students give [skúl rum].

   The teacher gives [tičə́] teacher, the students give [skultičə́].

   (Continue drill. Repeat each line several times. Ask individuals, or small groups, as well as the whole class to give the responses.)

4. Repeat steps 2 and 3 using B, C, and D of the Student Guide.

5. Repeat step 2 with E and F.

6. Have the students, individually or in small groups, pronounce all of the phrases in A, B, C, D, E, and F. Check

Student Guide Thirteen

A

[skúl rum]
[skúl tičə́]
[skúl bəs]
[skúl bɪldɪŋ]
[skúl de^{i}]
[skúl ha^{u}s]

B

[tré^{i}n ste^{i}šən]
[tré^{i}n kəndəktə́]
[tré^{i}n tɪkɪt]
[tré^{i}n fɛr]
[tré^{i}n træk]
[tré^{i}n hwɪsəl]
(train whistle)

C

[kɔ́fi kəp]
[kɔ́fi šap]
[kɔ́fi bre^{i}k]
[kɔ́fi ta^{i}m]
[kɔ́fi pra^{i}s]
[kɔ́fi plænte^{i}sən]

D

[šúgə́ spun]
[šúgə́ bo^{u}l]
[šúgə́ ke^{i}n]
[šúgə́ sæk]
[šúgə́ maːkət]
[šúgə́ fæktri]

E

[dá^{i}nɪŋ rum]
[bɛ́d rum]
[lívɪŋ rum]
[bǽθ rum]
[klǽs rum]
[skúl rum]

F

[búk stor]
[fə́nɪčə́ stor]
[drə́g stor]
[frút stor]
[šú stor]
[kló^{u}ðɪŋ stor]

of the phrase usually will fall on the fixed stress of the modifying noun. For example:

examination day will have the stress pattern [ɛgzæmɪné^{i}šən de^{i}]

school bus will have the stress pattern [skúl bəs]

sugar spoon will have the stress pattern [šúgə́ spun]

drug store will have the stress pattern [drə́g stor]

Teacher Guide Thirteen

1. Pronounce the phrases of A several times. Ask the students to tell where the loudest stress is heard. Explain briefly that in structures of this type the loudest stress will be on the stressed syllable of the modifying word.

2. Choral repetition of A. (Insist on exact imitation of the stress and intonation pattern indicated.)
   For example:

   Teacher: [skúl rum]
   Students: [skúl rum]

   (Continue drill. Repeat each phrase several times.)

3. The teacher gives [rum] room, the students give [skúl rum].

   The teacher gives [tičə́] teacher, the students give [skúltičə́].

   (Continue drill. Repeat each line several times. Ask individuals, or small groups, as well as the whole class to give the responses.)

4. Repeat steps 2 and 3 using B, C, and D of the Student Guide.

5. Repeat step 2 with E and F.

6. Have the students, individually or in small groups, pronounce all of the phrases in A, B, C, D, E, and F. Check on the stress pattern introduced in this lesson. Check on the production of [sk] in school, the production of [-l] in school, the production of [č] in teacher, the [š] in sugar, the [r] in room. If the students are weak in the production of any of these problem sounds, review the appropriate lesson.

Student Guide Thirteen

A

[skúl rum]
[skúl tičə́]
[skúl bəs]
[skúl bɪldɪŋ]
[skúl de^{i}]
[skúl ha^{u}s]

B

[tré^{i}n ste^{i}šən]
[tré^{i}n kəndəktə́]
[tré^{i}n tɪkɪt]
[tré^{i}n fɛr]
[tré^{i}n træk]
[tré^{i}n hwɪsəl]
(train whistle)

C

[kɔ́fi kəp]
[kɔ́fi šap]
[kɔ́fi bre^{i}k]
[kɔ́fi ta^{i}m]
[kɔ́fi pra^{i}s]
[kɔ́fi plænte^{i}sən]

D

[šúgə́ spun]
[šúgə́ bo^{u}l]
[šúgə́ ke^{i}n]
[šúgə́ sæk]
[šúgə́ markət]
[šúgə́ fæktri]

E

[dá^{i}nɪŋ rum]
[bɛ́d rum]
[lívɪŋ rum]
[bǽθ rum]
[klǽs rum]
[skúl rum]

F

[búk stor]
[fə́nɪčə́ stor]
[drə́g stor]
[frút stor]
[šú stor]
[klóuðɪŋ stor]

G

[lɛts go^{u} tu ðə kɔ́fi šap. ɪts kɔ́fi ta^{i}m]
Let's go to the coffee shop. It's coffee time.

[a^{i} kǽnt a^{i} hæv ən ɪ́ŋglɪš klæs na^{u}]
I can't. I have an English class now.

Teacher Guide Thirteen (Cont'd)

7. Choral repetition of G. Repeat each line several times. Insist on exact imitation of the indicated intonation patterns.

8. Have individual students (or small groups) take the first line of the dialog of G and other individuals respond with the second line. For example:

   Student One (or Group One): Let's go to the coffee shop. It's coffee time.

   Student Two (or Group Two): I can't. I have an English class now.

9. Have two students (or two small groups) repeat the dialog from memory. (Insist on the intonation as indicated and check on pronunciation of all sounds previously taught.

PART II

Note: The vowel sound in the words were, turn, learn, word and girl is [ə́] . This means that er (in were), ur (in turn), ear (in learn) and ir (in girl) and or (in word) are all pronounced alike and in each case as a single vowel sound, not a combination of a vowel and a consonant. The production of this vowel [ə́] consists of bunching the tongue up in the back part of the mouth, with the sides of the tongue touching the upper back teeth. The tip of the tongue may be slightly curled up but does not touch the roof of the mouth. Study the diagram.

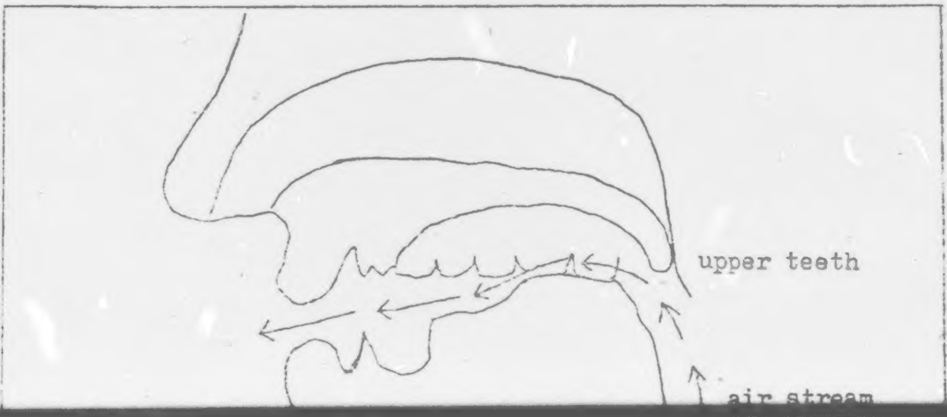
Student Guide Thirteen (Cont'd)

H

[wə́]	were
[kə́]	cur
[fə́]	fur
[slə́]	slur
[sə́]	sir
[bə́]	burr
[spə́]	spur
[pə́]	purr

I

[wə́d]	word	[bə́tə́]	butter
[bə́n]	burn	[tíčə́]	teacher
[tə́n]	turn	[bárbə́]	barber
[gə́l]	girl	[lə́n]	learn
[nə́rs]	nurse	[wə́kɪŋ]	working



log or 8 and other individuals respond with the second line.
For example:

Student One (or Group One): Let's go to the coffee shop. It's coffee time.

Student Two (or Group Two): I can't. I have an English class now.

9. Have two students (or two small groups) repeat the dialog from memory. (Insist on the intonation as indicated and check on pronunciation of all sounds previously taught.

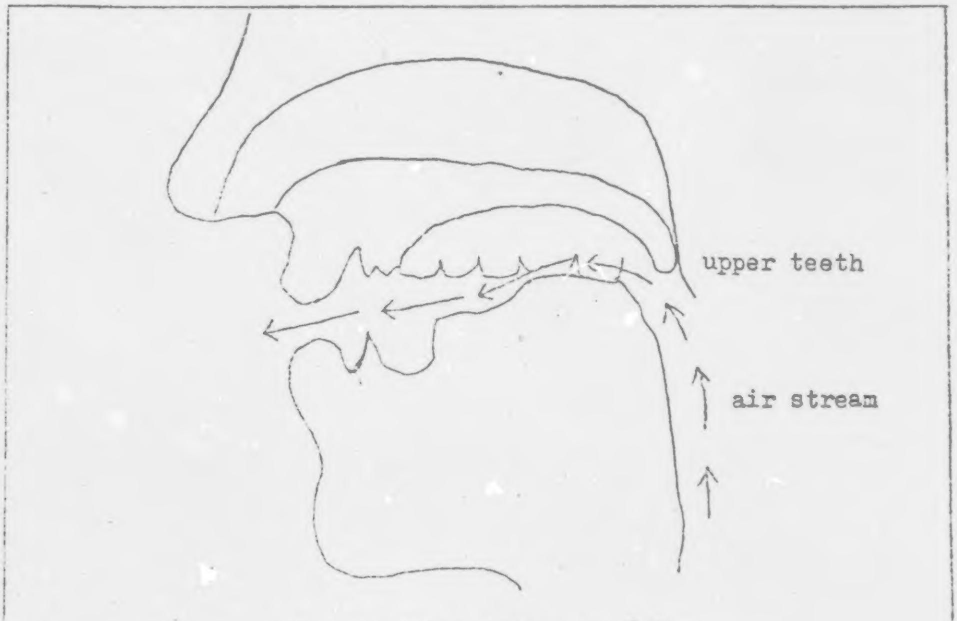
PART II

Note: The vowel sound in the words were, turn, learn, word and girl is [ə́]. This means that er (in were), ur (in turn), ear (in learn) and ir (in girl) and or (in word) are all pronounced alike and in each case as a single vowel sound, not a combination of a vowel and a consonant. The production of this vowel [ə́] consists of bunching the tongue up in the back part of the mouth, with the sides of the tongue touching the upper back teeth. The tip of the tongue may be slightly curled up but does not touch the roof of the mouth. Study the diagram.

[sə́]	sir
[bə́]	burr
[spə́]	spur
[pə́]	purr

I

[wə́d]	word	[bə́tə́]	butter
[bə́n]	burn	[tíčə́]	teacher
[tə́n]	turn	[bárbə́]	barber
[gə́l]	girl	[lə́n]	learn
[nə́rs]	nurse	[wə́kɪŋ]	working



Tongue in position for [ə́]

Teacher Guide Thirteen (Cont'd)

10. Repeat the words of H. Direct the students' attention to the vowel sound in each word. Briefly describe the production of [ə́]

11. Choral repetition of H.

12. Choral and individual repetition of I.

LESSON FOURTEEN

Recognition and Production of [e^{i}], [ɛ], and [æ]
Intonation Drill

Teacher Guide Fourteen

1. Drill for recognition of [e^{i}] and [ɛ] using A and B of Student Guide. Use the following types of drills:

   a. Same or different?
   b. Which are the same, 1-2, 1-3, 2-3?
   c. Which column, A or B?

   (Continue the above types of drills untill students can readily hear the difference between [e^{i}] and [ɛ] . Notice A and B are not for student repetition.)

2. Direct the students' attention to the production of [e^{i}] and [ɛ] as the teacher reads the pairs from A and B. For example:

   Teacher: [e^{i}m ɛm], [e^{i}t], [e^{i}d ɛd], etc.

3. Briefly illustrate (using facial diagrams and vowel chart), the difference between [e^{i}] and [ɛ] . (Note: [e^{i}] is a glide, that is, the tongue begins in one position and shifts or glides to a higher position in the mouth, thus [e^{i}] begins slightly higher than the [ɛ] of "met" and glides toward the [i] of "see." Compare the positions of the tongue in the facial diagrams.)

4. Choral repetition of C. For example:

   Teacher: [le^{i} le^{i} le^{i} le^{i}t]
   Students: [le^{i} le^{i} le^{i} le^{i}t]

   Teacher: [me^{i} me^{i} me^{i} me^{i}d]
   Students: [me^{i} me^{i} me^{i} me^{i}d]

   (Continue repetition. Repeat each line several times.)

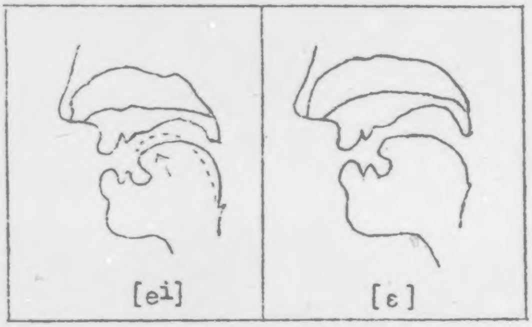
5. Choral repetition of the words of D and E in pairs: For example:

   Teacher: bait-bet
   Students: bait-bet

   Teacher: late-let
   Students: late-let

Student Guide Fourteen

A	B
[e^{i}m]	[ɛm]
[e^{i}t]	[ɛt]
[e^{i}n]	[ɛn]
[e^{i}d]	[ɛd]
[e^{i}l]	[ɛl]
[e^{i}k]	[ɛk]
[e^{i}s]	[ɛs]



C

[le^{i}	le^{i}	le^{i}	le^{i}t]
[me^{i}	me^{i}	me^{i}	me^{i}d]
[fe^{i}	fe^{i}	fe^{i}	fe^{i}s]
[be^{i}	be^{i}	be^{i}	be^{i}t]
[de^{i}	de^{i}	de^{i}	de^{i}t]
[se^{i}	se^{i}	se^{i}	se^{i}m]
[pe^{i}	pe^{i}	pe^{i}	pe^{i}d]
[re^{i}	re^{i}	re^{i}	re^{i}l]

D		E	
[be^{i}t]	bait	[bɛt]	bet
[le^{i}t]	late	[lɛt]	let
[pe^{i}n]	pain	[pɛn]	pen
[te^{i}l]	tale	[tɛl]	tell
[fe^{i}d]	fade	[fɛd]	fed
[le^{i}d]	laid	[lɛd]	led
[pé^{i}pə́]	paper	[pɛ́pə́]	pepper
[e^{i}m]	aim	[ɛm]	M(letter)
[tre^{i}d]	trade	[trɛd]	tred

F

[hi le^{i}d ɪt ɔn ðə té^{i}bəl]
He laid it on the table.

using A and B of Student Guide. Use the following types of drills:

a. Same or different?
b. Which are the same, 1-2, 1-3, 2-3?
c. Which column, A or B?
(Continue the above types of drills untill students can readily hear the difference between [e^{i}] and [ε]. Notice A and B are not for student repetition.)

2. Direct the students' attention to the production of [e^{i}] and [ε] as the teacher reads the pairs from A and B. For example:

Teacher: [e^{i}m εm], [e^{i}t], [e^{i}d εd], etc.

3. Briefly illustrate (using facial diagrams and vowel chart), the difference between [e^{i}] and [ε]. (Note: [e^{i}] is a glide, that is, the tongue begins in one position and shifts or glides to a higher position in the mouth, thus [e^{i}] begins slightly higher than the [ε] of "met" and glides toward the [i] of "see." Compare the positions of the tongue in the facial diagrams.)

4. Choral repetition of C. For example:

Teacher: [lei lei le^{i} le^{i}t]
Students: [lei le^{i} le^{i} le^{i}t]

Teacher: [me^{i} me^{i} me^{i} me^{i}d]
Students: [me^{i} me^{i} mei me^{i}d]
(Continue repetition. Repeat each line several times.)

5. Choral repetition of the words of D and E in pairs:
For example:

Teacher: bait-bet
Students: bait-bet

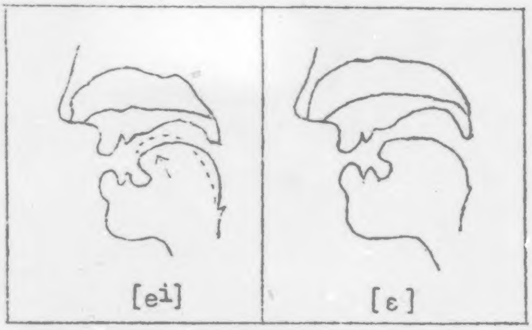
Teacher: late-let
Students: late-let
(Continue repetition.)

6. Opposite response drill using D and E.
For example:

Teacher: tale [te^{i}l]
Students: tell [tεl]

Teacher: pen [pεn]
Students: pain [pe^{i}n]

A	B
[e^{i}m]	[εm]
[e^{i}t]	[εt]
[e^{i}n]	[εn]
[e^{i}d]	[εd]
[e^{i}l]	[εl]
[e^{i}k]	[εk]
[e^{i}s]	[εs]


[e^{i}] [ε]

C

[le^{i}	le^{i}	le^{i}	le^{i}t]
[me^{i}	me^{i}	me^{i}	me^{i}d]
[fe^{i}	fe^{i}	fe^{i}	fe^{i}s]
[be^{i}	be^{i}	be^{i}	be^{i}t]
[de^{i}	de^{i}	de^{i}	de^{i}t]
[se^{i}	se^{i}	se^{i}	se^{i}m]
[pe^{i}	pe^{i}	pe^{i}	pe^{i}d]
[re^{i}	re^{i}	re^{i}	re^{i}l]

D		E	
[be^{i}t]	bait	[bεt]	bet
[le^{i}t]	late	[lεt]	let
[pe^{i}n]	pain	[pεn]	pen
[te^{i}l]	tale	[tεl]	tell
[fe^{i}d]	fade	[fεd]	fed
[le^{i}d]	laid	[lεd]	led
[pé^{i}pə]	paper	[pέpə]	pepper
[e^{i}m]	aim	[εm]	M(letter)
[tre^{i}d]	trade	[trεd]	tred

F

[hi le^{i}d ɪt ɔn ðə téibəl]
He laid it on the table.

[ðéi me^{i}d ɪt ɪn sa^{i}gɔn]
They made it in Saigon.

[te^{i}k ðə pe^{i}pə́ ho^{u}m wɪð yu]
Take the paper home with you.

Teacher Guide Fourteen (Cont'd)

(Continue drill. If the students have difficulty hearing or making the contrast between [e^{i}] and [ɛ] at this point, repeat above drills.)

7. Choral and individual repetition of the sentences of F. (Insist on exact imitations of the indicated intonation patterns and production of [e^{i}] in both stressed and unstressed positions.)

8. Drill G and H for recognition of [ɛ] and [æ] . Use the following types of drills:

   a. Same or different?
   b. Which are the same, 1-2, 1-3, or 2-3?
   c. Which column, G or H?

   (Point out, using facial diagram, the relative position of the tongue during the production of [ɛ] and [æ].

9. Choral and individual repetition of I. For example:

   Teacher: [ɛd æd ɛd æd ɛd]
   Students: [ɛd æd ɛd æd ɛd]

   (Continue repetition. Insist on the distinction between [æ] and [ɛ].

10. Choral and individual repetition of G and H in pairs. For example:

   Teacher: pet pat
   Students: pet pat

   (Continue drill.)

11. Opposite response drill using G and H. For example:

   Teacher: pet
   Students: pat

   Teacher: sat
   Students: set

   (Continue drill. If the students have difficulty making the distinction between [ɛ] and [æ] at this point, repeat the above drills.)

12. Choral and individual repetition of J. For example:

   Teacher: bait bet bat
   Students: bait bet bat

   Teacher: main men man

Student Guide Fourteen (Cont'd)

G		H	
[pɛt]	pet	[pæt]	pat
[sɛt]	set	[sæt]	sat
[lɛd]	led	[læd]	lad
[bɛd]	bed	[bæd]	bad
[fɛd]	fed	[fæd]	fad
[pɛn]	pen	[pæn]	pan
[mɛn]	men	[mæn]	man
[ɛd]	Ed	[æd]	add
[bɛtə́]	better	[bætə́]	batter

I

[ɛd	æd	ɛd	æd	ɛd]
[bɛd	bæd	bɛd	bæd	bɛd]
[ɛn	æn	ɛn	æn	ɛn]
[mɛn	mæn	mɛn	mæn	mɛn]
[ɛt	æt	ɛt	æt	ɛt]
[sɛt	sæt	sɛt	sæt	sɛt]

J

[e^{i}t]	[ɛ]	[æ]
bait	bet	bat
main	men	man
laid	led	lad
pain	pen	pan
fade	fed	fad
aid	Ed	add

K

Let's go to the coffee shop. It's coffee time.

I can't. I have an English class now.

[o^{u}ke^{i} a^{i}l si yu æftə́ klæs]

Okay, I'll see you after class.

[o^{u}ke^{i} ɪts ə de^{i}t]

Okay, it's a date.

patterns and production of [e^i] in both stressed and unstressed positions.)

8. Drill G and H for recognition of [ɛ] and [æ] . Use the following types of drills:

   a. Same or different?
   b. Which are the same, 1-2, 1-3, or 2-3?
   c. Which column, G or H?

   (Point out, using facial diagram, the relative position of the tongue during the production of [ɛ] and [æ].

9. Choral and individual repetition of I. For example:

   Teacher: [ɛd æd ɛd æd ɛd]
   Students: [ɛd æd ɛd æd ɛd]

   (Continue repetition. Insist on the distinction between [æ] and [ɛ].

10. Choral and individual repetition of G and H in pairs. For example:

    Teacher: pet pat
    Students: pet pat

    (Continue drill.)

11. Opposite response drill using G and H. For example:

    Teacher: pet
    Students: pat

    Teacher: sat
    Students: set

    (Continue drill. If the students have difficulty making the distinction between [ɛ] and [æ] at this point, repeat the above drills.)

12. Choral and individual repetition of J. For example:

    Teacher: bait bet bat
    Students: bait bet bat

    Teacher: main men man
    Students: main men man

    (Continue repetition.)

[fɛd]	fed	[fæd]	fad
[pɛn]	pen	[pæn]	pan
[mɛn]	men	[mæn]	man
[ɛd]	Ed	[æd]	add
[bɛtə́]	better	[bætə́]	batter

I

[ɛd	æd	ɛd	æd	ɛd]
[bɛd	bæd	bɛd	bæd	bɛd]
[ɛn	æn	ɛn	æn	ɛn]
[mɛn	mæn	mɛn	mæn	mɛn]
[ɛt	æt	ɛt	æt	ɛt]
[sɛt	sæt	sɛt	sæt	sɛt]

J

[e^it]	[ɛ]	[æ]
bait	bet	bat
main	men	man
laid	led	lad
pain	pen	pan
fade	fed	fad
aid	Ed	add

K

Let's go to the coffee shop. It's coffee time.

I can't. I have an English class now.

[o^{u}ke^i a^{i}l si yu æftə́ klæs]

Okay, I'll see you after class.

[o^{u}ke^i ɪts ə de^{i}t]

Okay, it's a date.

13. Choral and individual repetition of the sentences of K. (Insist on exact imitation of the indicated intonation patterns. Check on the production of [g] in go; [ð] in the; [ʃ] in shop; [e^i] in okay and date. If the students have difficulty with any of these sounds, return to the appropriate lesson and review.)

14. Have individuals (or small groups) repeat the dialog of K from memory.

LESSON FIFTEEN

Production of [ld] Consonant Cluster
Intonation Drill

Teacher Guide Fifteen

1. Choral repetition of A. (To review production of final [l]. (Lesson Four) For example:

   Teacher: coal
   Students: coal
   (Continue repetition.)

2. Choral repetition of B. (To review production of final [d]. (lesson six) For example:

   Teacher: code
   Students: code
   (Continue repetition.)

3. Choral and individual repetition of C. For example:

   Teacher: [kó^{u}ldə kó^{u}ldə kó^{u}ldə ko^{u}ld]
   Students: [kó^{u}ldə kó^{u}ldə kó^{u}ldə ko^{u}ld]

   Teacher: [fíldə fíldə fíldə fild]
   Students: [fíldə fíldə fíldə fild]
   (Continue repetition. Repeat each line several times.)

4. Choral and individual repetition of D and E in pairs. For example:

   Teacher: bowl-bold
   Students: bowl-bold

   Teacher: hole-hold
   Students: hole-hold

5. Opposite response drill, using D and E. For example:

   Teacher: [bo^{u}l] bowl
   Students: [bo^{u}ld] bold

   Teacher: go^{u}ld gold
   Students: go^{u}l goal
   (Continue drill. If students confuse final [l] and [ld] at this point, review above drills.)

Student Guide Fifteen

A		B	
[ko^{u}l]	coal	[ko^{u}d]	code
[to^{u}l]	toll	[to^{u}d]	toad
[ro^{u}l]	roll	[ro^{u}d]	road
[fil]	feel	[fid]	feed
[fe^{i}l]	fail	[fe^{i}d]	fade
[pe^{i}l]	pail	[pe^{i}d]	paid

C

[ko^{u}ldə ko^{u}ldə ko^{u}ldə ko^{u}ld]
[fildə fildə fildə fild]
[bɪldə bɪldə bɪldə bɪld]
[so^{u}ldə so^{u}ldə so^{u}ldə so^{u}ld]
[fo^{u}ldə fo^{u}ldə fo^{u}ldə fo^{u}ld]

D		E	
[bo^{u}l]	bowl	[bo^{u}ld]	bold
[ho^{u}l]	hole	[ho^{u}ld]	hold
[ko^{u}l]	coal	[ko^{u}ld]	cold
[fil]	feel	[fild]	field
[mo^{u}l]	mole	[mo^{u}ld]	mold
[go^{u}l]	goal	[go^{u}ld]	gold
[bɪl]	bill	[bɪld]	build

F

tәde^{i}
ko^{u}ld tәde^{i}
vɛri ko^{u}ld tәde^{i}
ɪts vɛri ko^{u}ld tәde^{i}
ɪts nat vɛri ko^{u}ld tәde^{i}
its nat vɛri ko^{u}ld tәde^{i} ɪz ɪt

G

ɪzәnt
ɪt ɪzәnt
no^{u} ɪt ɪzәnt

H

It's not very cold today, is it?

No, it isn't

For example:

Teacher: coal
Students: coal
(Continue repetition.)

2. Choral repetition of B. (To review production of final [d]. (lesson six)
For example:

Teacher: code
Students: code
(Continue repetition.)

3. Choral and individual repetition of C.
For example:

Teacher: [kó^{u}ldə kó^{u}ldə kó^{u}ldə ko^{u}ld]
Students: [kó^{u}ldə kó^{u}ldə kó^{u}ldə ko^{u}ld]

Teacher: [fíldə fíldə fíldə fild]
Students: [fíldə fíldə fíldə fild]
(Continue repetition. Repeat each line several times.)

4. Choral and individual repetition of D and E in pairs.
For example:

Teacher: bowl-bold
Students: bowl-bold

Teacher: hole-hold
Students: hole-hold

5. Opposite response drill, using D and E.
For example:

Teacher: [bo^{u}l] bowl
Students: [bo^{u}ld] bold

Teacher: go^{u}ld gold
Students: go^{u}l goal
(Continue drill. If students confuse final [l] and [ld] at this point, review above drills.)

6. Choral repetition of F for intonation drill.
For example:

Teacher: [tədе^{i}]
Students: [tədе^{i}]

Teacher: [ko^{u}ld təde^{i}]
Students: [ko^{u}ld təde^{i}]

[ko^{u}l]	coal	[ko^{u}d]	code
[to^{u}l]	toll	[to^{u}d]	toad
[ro^{u}l]	roll	[ro^{u}d]	road
[fil]	feel	[fid]	feed
[fe^{i}l]	fail	[fe^{i}d]	fade
[pe^{i}l]	pail	[pe^{i}d]	paid

C

[ko^{u}ldə ko^{u}ldə ko^{u}ldə ko^{u}ld]
[fildə fildə fildə fild]
[bɪldə bɪldə bɪldə bɪld]
[so^{u}ldə so^{u}ldə so^{u}ldə so^{u}ld]
[fo^{u}ldə fo^{u}ldə fo^{u}ldə fo^{u}ld]

D		E	
[bo^{u}l]	bowl	[bo^{u}ld]	bold
[ho^{u}l]	hole	[ho^{u}ld]	hold
[ko^{u}l]	coal	[ko^{u}ld]	cold
[fil]	feel	[fild]	field
[mo^{u}l]	mole	[mo^{u}ld]	mold
[go^{u}l]	goal	[go^{u}ld]	gold
[bɪl]	bill	[bɪld]	build

F

təde^{i}
ko^{u}ld təde^{i}
vɛri ko^{u}ld təde^{i}
ɪts vɛri ko^{u}ld təde^{i}
ɪts nat vɛri ko^{u}ld təde^{i}
its nat vɛri ko^{u}ld təde^{i} ɪz ɪt

G

ɪzənt
ɪt ɪzənt
no^{u} ɪt ɪzənt

H

It's not very cold today, is it?

No, it isn't

Teacher Guide Fifteen (Cont'd)

(Continue repetition of each line. Insist on rapid repetition and exact imitations of the intonation patterns indicated.)

7. Substitute cool [kull], hot [hat], warm [worm], and sunny [sə́ni] in place of cold [kouˡd] in F and repeat drill of 6, above.

8. Choral repetition of G.
For example:

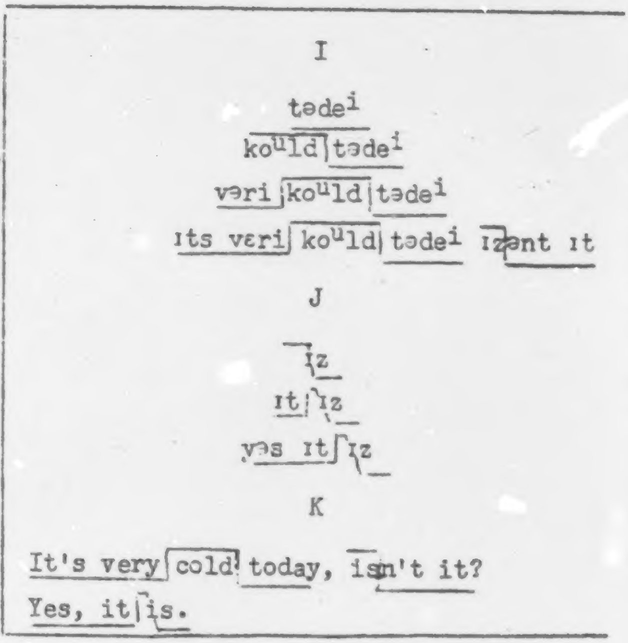
Teacher: [ɪzənt]
Students: [ɪzənt]

Teacher: [ɪt ɪzənt]
Students: [ɪt ɪzənt]

Teacher: [noᵘ ɪt ɪzənt]
Students: [noᵘ ɪt ɪzənt]

(Repeat several times.)

Student Guide Fifteen (Cont'd)



I

tədeⁱ
koᵘld tədeⁱ
vəri koᵘld tədeⁱ
ɪts vɛri koᵘld tədeⁱ ɪzənt ɪt

J

ɪz
ɪt ɪz
yəs ɪt ɪz

K

It's very cold today, isn't it?
Yes, it is.

9. Have individual students or small groups repeat the dialog of H from memory. (Insist on the indicated intonation pattern.)

10. Choral repetition of I. (See above.)

11. Substitute cool, hot, warm, and sunny in place of cold and repeat I.

LESSON SIXTEEN

Recognition and Production of [θ] , [ð] , [t] and [s] in Final Position
Review of [ð] in Initial Position
Intonation Drill

Teacher Guide Sixteen

1. Review [θ] by choral repetition of A. (Insist on voiceless, interdental, continuant articulation.) For example:

   Teacher: thin
   Students: thin
   (Continue exercise.)

2. Drill for recognition of final [-θ] and [s] using B and C of Student Guide. Use the following types of drills:
   For example:

   a. Teacher: bass-bath Same or different?
      Students: Different
   (Continue exercise.)

   b. Teacher: path path pass Which are the same?
      Students: One and two
   (Continue exercise.)

   c. Teacher: tenth Which column, B or C?
      Students: C
   (Continue exercise.)

3. Choral repetition of B and in pairs. For example:

   Teacher: bass-bath
   Students: bass-bath
   (Continue exercise)

4. Choral repetition of B.

5. Choral repetition of C.

6. Drill for recognition of final [θ] and final [t] using C and D of Students' Guide. Use the drills of 2, above.

7. Choral repetition of C and D in pairs. For example:

   Teacher: bath-bat
   Students: bath-bat
   (Continue exercise.)

8. Opposite response drill using B and

Student Guide Sixteen

A

[θɪn]	thin
[θæŋk]	thank
[θɔt]	thought
[θəm]	thumb
[θa^{i}]	thigh
[θɪŋ]	thing

B		C	
[bæs]	bass	[bæθ]	bath
[pæs]	pass	[pæθ]	path
[fe^{i}s]	face	[fe^{i}θ]	faith
[mæs]	mass	[mæθ]	math
[tɛns]	tense	[tɛnθ]	tenth
[fors]	force	[forθ]	forth
[mɪs]	miss	[mɪθ]	myth

D

[bæt]	bat
[pæt]	pat
[feit]	fate
[mæt]	mat
[tɛnt]	tent
[fort]	fort
[mɪt]	mit

E		F	
[ðe^{i}]	they	[de^{i}]	day
[ðɛn]	then	[dɛn]	den
[ðæn]	than	[dæn]	Dan
[ðɛr]	there	[dɛr]	dare
[ðo^{u}]	though	[do^{u}]	doe

G		H	
[əðə́]	other	[ədə́]	udder
[læðə́]	lather	[lædə́]	ladder
[siðɪŋ]	seething	[sidɪŋ]	seeding
[faðə́]	father	[fadə́]	fodder

I		J	
[be^{i}ð]	bathe	[be^{i}d]	bade
[brið]	breathe	[brid]	breed
[sið]	seethe	[sid]	seed
[lo^{u}ð]	loathe	[lo^{u}d]	load

K

[ɪz tədeⁱ ðə tɛnθ]

For example:

Teacher: thin
Students: thin
(Continue exercise.)

2. Drill for recognition of final [-θ] and [s] using B and C of Student Guide. Use the following types of drills:
For example:

   a. Teacher: bass-bath Same or different?
      Students: Different
   (Continue exercise.)

   b. Teacher: path path pass Which are the same?
      Students: One and two
   (Continue exercise.)

   c. Teacher: tenth Which column, B or C?
      Students: C
   (Continue exercise.)

3. Choral repetition of B and in pairs.
For example:

   Teacher: bass-bath
   Students: bass-bath
   (Continue exercise.)

4. Choral repetition of B.

5. Choral repetition of C.

6. Drill for recognition of final [θ] and final [t] using C and D of Students' Guide. Use the drills of 2, above.

7. Choral repetition of C and D in pairs.
For example:

   Teacher: bath-bat
   Students: bath-bat
   (Continue exercise.)

8. Opposite response drill using B and C.
For example:

   Teacher: bass
   Students: bath
   (Continue drill.)

[θæŋk]	thank
[θɔt]	thought
[θəm]	thumb
[θa^{i}]	thigh
[θɪŋ]	thing

B		C	
[bæs]	bass	[bæθ]	bath
[pæs]	pass	[pæθ]	path
[fe^{i}s]	face	[fe^{i}θ]	faith
[mæs]	mass	[mæθ]	math
[tɛns]	tense	[tɛnθ]	tenth
[fors]	force	[forθ]	forth
[mɪs]	miss	[mɪθ]	myth

D	
[bæt]	bat
[pæt]	pat
[feit]	fate
[mæt]	mat
[tɛnt]	tent
[fort]	fort
[mɪt]	mit

E		F	
[ðe^{i}]	they	[de^{i}]	day
[ðɛn]	then	[dɛn]	den
[ðæn]	than	[dæn]	Dan
[ðɛr]	there	[dɛr]	dare
[ðo^{u}]	though	[do^{u}]	doe

G		H	
[əðə́]	other	[ədə́]	udder
[læðə́]	lather	[lædə́]	ladder
[siðɪŋ]	seething	[sidɪŋ]	seeding
[faðə́]	father	[fadə́]	fodder

I		J	
[be^{i}ð]	bathe	[be^{i}d]	bade
[brið]	breathe	[brid]	breed
[sið]	seethe	[sid]	seed
[lo^{u}ð]	loathe	[lo^{u}d]	load

K

[ɪz təde^{i} ðə tɛnθ]
Is today the tenth?

[yɛs a^{i} θɪŋk so^{u}]
Yes, I think so.

Teacher Guide Sixteen (Cont'd)

9. Opposite response drill using C and D.
   For example:

   Teacher: fort
   Students: forth

   Teacher: math
   Students: mat
   (Continue drill.)

10. Recognition drill using B, C and D.
    For example:

    Teacher: fate Which column, B, C or D?
    Students: D

    Teacher: miss
    Students: B

    Teacher: path
    Students: C
    (Continue drill.)

11. Individual (or small group) readings of sets of words from B, C and D.
    For example:

    Student One: bass-bath-bat
    Student Two: pass-path-pat
    Student Three: face-faith-fate
    (Continue exercise. If students have trouble making the [θ,t, s] contrasts at this point, review above drills.)

12. Review initial [ð] by choral and individual repetition of E. (Insist on voiced, interdental continuant articulation.)
    For example:

    Teacher: they
    Students: they
    (Continue exercise.)

13. Choral and individual repetition of E and F in pairs.
    For example:

    Teacher: they day
    Students: they day
    (Continue repetition.)

14. Opposite response drill using E and F.
    For example:

    Teacher: day
    Students: they
    (Continue drill. If the students have difficulty with the recognition and production of [ð] and [d] in initial position, review Lesson Two.)

15. Choral and individual repetition of G and H in pairs.

Student Guide Sixteen (Cont'd)

L

[ɪz təde^{i} ðə na^{i}nθ]

Is today the ninth?

[no^{u} ai do^{u}nt θɪŋk so^{u}]

No, don't think so.

M

[hwɛn dɪd ðe^{i} kəm tu sá^{i}gan]

When did they come to Saigon?

[ðe^{i} ke^{i}m ɔn ðə sɛvəntinθ əv me^{i}]

They came on the seventeenth of May.

(Continue drill.)

M

[hwɛn dɪd ðeⁱ kəm tu sáⁱgan]

When did they come to Saigon?

[ðeⁱ keⁱm ɔn ðə sɛvəntinθ əv meⁱ]

They came on the seventeenth of May.

10. Recognition drill using B, C and D.
For example:

Teacher: fate Which column, B, C or D?
Students: D

Teacher: miss
Students: B

Teacher: path
Students: C
(Continue drill.)

11. Individual (or small group) readings of sets of words from B, C and D.
For example:

Student One: bass-bath-bat
Student Two: pass-path-pat
Student Three: face-faith-fate
(Continue exercise. If students have trouble making the [θ,t, s] contrasts at this point, review above drills.)

12. Review initial [ð] by choral and individual repetition of E. (Insist on voiced, interdental continuant articulation.)
For example:

Teacher: they
Students: they
(Continue exercise.)

13. Choral and individual repetition of E and F in pairs.
For example:

Teacher: they day
Students: they day
(Continue repetition.)

14. Opposite response drill using E and F.
For example:

Teacher: day
Students: they
(Continue drill. If the students have difficulty with the recognition and production of [ð] and [d] in initial position, review Lesson Two.)

15. Choral and individual repetition of G and H in pairs.
16. Choral and individual repetition of I and J in pairs.
17. Opposite response drill using I and J. (See 14, above.)
18. Choral and individual repetition of K.
19. Have students give K from memory. (Check on production of final [θ] in tenth and initial [θ] in think.
20. Repeat 18 and 19, using L.
21. Repeat 18 and 19 with M. (Check on production of [ð] in they and the.

LESSON SEVENTEEN

Sentence Rhythm and Intonation

Teacher Guide Seventeen

NOTE: An essential part of English pronunciation is sentence rhythm. Rhythm in English can be described as a series of sentence stresses that occur at regular intervals of time regardless of the number of syllables that come between the sentence stresses. Usually the sentence stress and the peak of the intonation pattern occur on the same syllable, as indicated below:

The mán that I sáw is a dóctor.

The stressed syllables are "mán," "sáw," "dóc-" and the time it takes to say "the mán," "that I sáw" and "is a dóctor" is about equal. If the utterance is expanded to:

The old mán that I sáw is a good dóctor.

The time lapse between the stressed syllables (man, saw, doc-) is still the same. The other syllables (the old, that I, and is a good) are said more rapidly.

Study the following chart:

⟵	⟶	⟵	⟶	⟵	⟶
The	MAN	that I	SAW	is a	DOCtor
The old	MAN	that I	SAW	is a good	DOCtor
The nice old	MAN	that I	SAW	is a very good	DOCtor

⟵⟶ represents a lapse of time. Notice that

The man
The old man
The nice old man

are all said in the same length of time, just as

is a doctor
is a good doctor
is a very good doctor

are all said within a similar period of time and what is most important, each intonation group e. g.

The nice old man
that I saw
is a very good doctor

is equal in length of time.

In presenting and drilling English utterances which contain two or more intonation groups, the teacher can clap her hands or tap a pencil or ruler in a regular beat coinciding with the stressed syllables.

Teacher Guide Seventeen (Cont'd)

1. Choral and individual repetition of A. For example:

Teacher: doctor

Students: doctor

Teacher: good doctor

Students: good doctor

Teacher: a good doctor

Students: a good doctor

Teacher: is a good doctor

Students: is a good doctor

Teacher: saw is a good doctor

Students: saw is a good doctor

Teacher: I saw is a good doctor

Students: I saw is a good doctor

T: that I saw is a good doctor

S: that I saw is a good doctor

T: man that I saw is a good doctor

S: man that I saw is a good doctor

T: The man that I saw is a good doctor.

S: The man that I saw is a good doctor.

Note: Insist on exact imitation of the intonation and rhythm pattern. Repeat the entire drill several times or until the students can smoothly and fluently imitate the entire sentence.

2. Choral and individual repetition of B. (See 1, above.)

3. Choral and individual repetition of C. (See 1, above.)

4. Choral and individual repetition of D. Insist on exact imitation of the indicated intonation and rhythm patterns. Repeat each several times or until the students can easily imitate the teacher model.

Student Guide Seventeen (Cont'd)

A

doctor

good doctor

a good doctor

is a good doctor

saw is a good doctor

I saw is a good doctor

that I saw is a good doctor

man that I saw is a good doctor

The man that I saw is a good doctor

[ðə mæn ðæt a^{i} sɔ ɪz ə gʊd daktə́]

B

student

good student

a good student

is a good student

class is a good student

in our class is a good student

boy in our class is a good student

new boy in our class is a good student

The new boy in our class is a good student.

[ðə nu bɔ^{i} ɪn aːr klæs ɪz ə gʊd studənt]

C

downtown

apartment downtown

an apartment downtown

in an apartment downtown

Saigon in an apartment downtown

in Saigon in an apartment downtown

He's in Saigon in an apartment downtown.

D

Students: good doctor

Teacher: a good doctor
Students: a good doctor

Teacher: is a good doctor

Students: is a good doctor

Teacher: saw is a good doctor
Students: saw is a good doctor

Teacher: I saw is a good doctor
Students: I saw is a good doctor

T: that I saw is a good doctor

S: that I saw is a good doctor

T: man that I saw is a good doctor

S: man that I saw is a good doctor

T: The man that I saw is a good doctor.

S: The man that I saw is a good doctor.

Note: Insist on exact imitation of the intonation and rhythm pattern. Repeat the entire drill several times or until the students can smoothly and fluently imitate the entire sentence.

2. Choral and individual repetition of B. (See 1, above.)

3. Choral and individual repetition of C. (See 1, above.)

4. Choral and individual repetition of D. Insist on exact imitation of the indicated intonation and rhythm patterns. Repeat each several times or until the students can easily imitate the teacher model.

5. Have the students read the sentences of D. (Check on rhythm and intonation. Also check production of [s] of house, [ð] of that, [v] of live, [st] of last, [r] of wrote and [z] of is.)

saw is a good doctor

I saw is a good doctor

that I saw is a good doctor

man that I saw is a good doctor

The man that I saw is a good doctor

[ðə mæn ðæt ai sɔ ɪz ə gʊd daktə́]

B

student

good student

a good student

is a good student

class is a good student

in our class is a good student

boy in our class is a good student

new boy in our class is a good student

The new boy in our class is a good student.

[ðə nu bɔi ɪn aː klæs ɪz ə gʊd studənt]

C

downtown

apartment downtown

an apartment downtown

in an apartment downtown

Saigon in an apartment downtown

in Saigon in an apartment downtown

He's in Saigon in an apartment downtown.

D

[ðə haus ðæt ai lɪv ɪn ɪz ɔn sɛkənt strit]

The house that I live in is on second street.

[ai mɛt hə́ ɪn bɔstən læst yɪr]

I met her in Boston last year.

[ai rout ǰan ə lɛtə́ læst wik]

I wrote John a letter last week.

[ðə buk ðæt ai wɑnt ɪz nat hir]

The book that I want is not here.

LESSON EIGHTEEN

Recognition and Production of [p] and [b] in Final Position
Rhythm and Intonation Drills

Teacher Guide Eighteen

1. Review the production of [p] in Lesson Five.

2. Choral repetition of A and B in pairs. For example:

   Teacher: pan-ban
   Students: pan-ban
   (Continue repetition.)

3. Ask students to describe the sames and differences between [p] and [b]. (Note: Besides the voiced-voiceless contrast of [p] and [b], [p] like other voiceless stops ([t] and [k]) is pronounced with the facial and throat muscles tensed, whereas [b] and the other voiced stops ([d] and [g]) are produced with these muscles relaxed.)

4. Drill C and D for recognition. For example:

   a. Teacher: [æbə æpə] Same or different?
   Students: different
   (Continue exercise.)

   b. Teacher: [əpə] Which column, C or D?
   Students: D

   Teacher: [ɔbə] Which coloumn?
   Students: C
   (Continue exercise.)

5. Choral and individual repetition of E. For example:

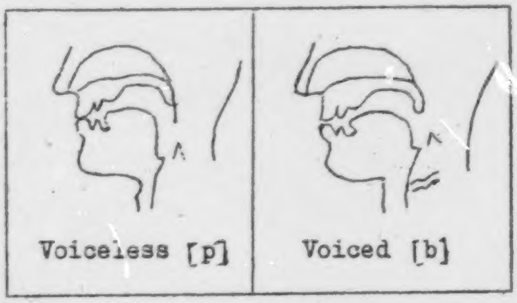
   Teacher: [abə abə abə ab]
   Students: [abə abə abə ab]
   (Continue repetition. Repeat each line several times.)

6. Choral and individual repetition of F. For example:

   Teacher: tab it tab it tab it tab
   Students: tab it tab it tab it tab
   (Continue repetition. Repeat each line several times.)

Student Guide Eighteen

A		B	
[pæn]	pan	[bæn]	ban
[po^{u}l]	pole	[bo^{u}l]	bowl
[pɪl]	pill	[bɪl]	bill
[pæd]	pad	[bæd]	bad
[pɪt]	pit	[bɪt]	bit


Voiceless [p]
Voiced [b]

C	D
[abə]	[apə]
[æbə]	[æpə]
[ɔbə]	[ɔpə]
[e^{i}bə]	[e^{i}pə]
[əbə]	[əpə]

E

[abə abə abə ab]
[ɪbə ɪbə ɪbə ɪb]
[æbə æbə æbə æb]
[ɔbə ɔbə ɔbə əb]

F

tab it	tab it	tab it	tab
rub it	rub it	rub it	rub
stab it	stab it	stab it	stab
grab it	grab it	grab it	grab
dab it	dab it	dab it	dab
rob it	rob it	rob it	rob
mob it	mob it	mob it	mob
club it	club it	club it	club

G		H	
[kæp]	cap	[kæb]	cab
[tæp]	tap	[tæb]	tab
[rɪp]	rip	[rɪb]	rib
[slæp]	slap	[slæb]	slab

2. Choral repetition of A and B in pairs. For example:

   Teacher: pan-ban
   Students: pan-ban
   (Continue repetition.)

3. Ask students to describe the sames and differences between [p] and [b]. (Note: Besides the voiced-voiceless contrast of [p] and [b], [p] like other voiceless stops ([t] and [k]) is pronounced with the facial and throat muscles tensed, whereas [b] and the other voiced stops ([d] and [g] are produced with these muscles relaxed.)

4. Drill C and D for recognition. For example:

   a. Teacher: [æbɔ æpə] Same or different?
      Students: different
   (Continue exercise.)

   b. Teacher: [əpə] Which column, C or D?
      Students: D

      Teacher: [ɔbə] Which coloumn?
      Students: C
   (Continue exercise.)

5. Choral and individual repetition of E. For example:

   Teacher: [abə abə abə ab]
   Students: [abə abə abə ab]
   (Continue repetition. Repeat each line several times.)

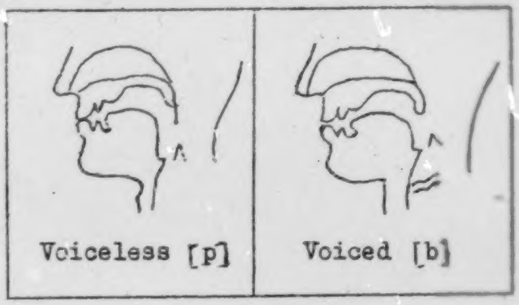
6. Choral and individual repetition of F. For example:

   Teacher: tab it tab it tab it tab
   Students: tab it tab it tab it tab
   (Continue repetition. Repeat each line several times.)

7. Using G and H, drill for recognition of p and b.

   a. Same or different?
   b. Which are the same, 1-2, 1-3, 2-3?
   c. Which column, G or H?

[poᵘl]	pole	[boᵘl]	bowl
[pɪl]	pill	[bɪl]	bill
[pæd]	pad	[bæd]	bad
[pɪt]	pit	[bɪt]	bit



C	D
[abə]	[apə]
[æbə]	[æpə]
[ɔbə]	[ɔpə]
[eⁱbə]	[eⁱpə]
[əbə]	[əpə]

E

[abə abə abə ab]
[ɪbə ɪbə ɪbə ɪb]
[æbə æbə æbə æb]
[əbə əbə əbə əb]

F

tab it	tab it	tab it	tab
rub it	rub it	rub it	rub
stab it	stab it	stab it	stab
grab it	grab it	grab it	grab
dab it	dab it	dab it	dab
rob it	rob it	rob it	rob
mob it	mob it	mob it	mob
club it	club it	club it	club

G		H	
[kæp]	cap	[kæb]	cab
[tæp]	tap	[tæb]	tab
[rɪp]	rip	[rɪb]	rib
[slæp]	slap	[slæb]	slab
[kap]	cop	[kab]	cob
[map]	mop	[mab]	mob

Teacher Guide Eighteen (Cont'd)

8. Choral and individual repetition of G and H in pairs.
For example:

Teacher: cap-cab
Students: cap-cab
(Continue repetition. Repeat each pair several times.)

9. Opposite response drill using G and H.
For example:

Teacher: rip
Students: rib

Teacher: slab
Students: slap
(Continue exercise. If the students have difficulty hearing or producing the [p-b] contrast at this point, repeat the above drills.)

10. Choral repetition of I. (Repeat each line several times.)

11. Opposite response drill using the sentences of I.
For example:

Teacher: cup
Students: Look at the little cub.

Teacher: cub
Students: Look at the little cup.
(Continue exercise. Give cup or cub at random ten to fifteen times.)

12. Choral and individual repetitions of J. (Insist on exact imitation of the rhythm and intonation patterns. Repeat the drill several times.)

13. Choral and individual repetition of the sentence of K. (Check on production of [p] and [b] in final position.)

14. Choral and individual repetition of the sentences of L. (Insist on exact imitation of the rhythm and intonation patterns. NOTE: Check on production of those sounds which have been taught in previous lessons, e.g. [š] in English; [b] in club; [sk] in school; [-l] in shall and all; [k] in class; [pr] in practice and [st] in students. If the students have difficulty with these sounds, return to the appropriate lesson and review.)

Student Guide Eighteen (Cont'd)

I

Look at the little cup

Look at the little cup

J

cab

a cab

me a cab

call me a cab

you call me a cab

Will you call me a cab?

K

The cab driver lost his cap.

The cop got in the cab.

L

[lɛts form ən ɪŋglɪš kləb]

Let's form an English club.

[ðæts ə gʊd a^{i}diə]

That's a good idea.

[hwɛr kən wi mit]

Where can we meet?

[wi kən mit æt skul]

We can meet at school.

[hwɛn kən wi mit]

When can we meet?

[lɛts mit ɛvery mənday]

Let's meet every Monday.

[hwɑt kən wi du]

What can we do?

[wi kən præktɪs ar ɪŋglɪš]

We can practice our English.

[hu wɪl ǰɔ'n ar kləb]

Who will join our club?

[ɔl əv ðə studənts əv ɪŋglɪš]

9. Opposite response drill using G and H. For example:

   Teacher: rip
   Students: rib

   Teacher: slab
   Students: slap

   (Continue exercise. If the students have difficulty hearing or producing the [p-b] contrast at this point, repeat the above drills.)

10. Choral repetition of I. (Repeat each line several times.)

11. Opposite response drill using the sentences of I. For example:

    Teacher: cup
    Students: Look at the little cub.

    Teacher: cub
    Students: Look at the little cup.

    (Continue exercise. Give cup or cub at random ten to fifteen times.)

12. Choral and individual repetitions of J. (Insist on exact imitation of the rhythm and intonation patterns. Repeat the drill several times.)

13. Choral and individual repetition of the sentence of K. (Check on production of [p] and [b] in final position.)

14. Choral and individual repetition of the sentences of L. (Insist on exact imitation of the rhythm and intonation patterns. NOTE: Check on production of those sounds which have been taught in previous lessons, e.g. [š] in English; [b] in club; [sk] in school; [-l] in shall and all; [k] in class; [pr] in practice and [st] in students. If the students have difficulty with these sounds, return to the appropriate lesson and review.)

15. Have individuals (or small groups) repeat the dialog of L from memory.

cab

a cab

me a cab

call me a cab

you call me a cab

Will you call me a cab?

K

The cab driver lost his cap.

The cop got in the cab.

L

[lɛts form ən ɪŋglɪš kləb]

Let's form an English club.

[ðæts ə gud aⁱdiə]

That's a good idea.

[hwɛr kən wi mit]

Where can we meet?

[wi kən mit æt skul]

We can meet at school.

[hwɛn kən wi mit]

When can we meet?

[lɛts mit ɛvery mənday]

Let's meet every Monday.

[hwat kən wi du]

What can we do?

[wi kən præktɪs ar ɪŋglɪš]

We can practice our English.

[hu wɪl ǰɔⁱn ar kləb]

Who will join our club?

[ɔl əv ðə students əv ɪŋglɪš]

All of the students of English.

103

LESSON NINETEEN

Recognition and Production of [v] and [w]
Initial Consonant Clusters with [y]
Intonation Drill

Teacher Guide Nineteen

1. To re-establish articulation of [v] have choral repetition of A and B in pairs.
   For example:

   Teacher: fan-van
   Students: fan-van
   (Continue repetition.)

2. Point out to students the labiodental articulation of both [f] and [v]. (See Lesson Ten.)

3. Read (not for student repetition) words of C and D in pairs. Have the students listen to and observe the differences between [v] and [w].

4. Drill for recognition of [w] and [v] in the words of C and D. Use the following types of drills:

   a. Same or different?
   b. Which are the same, 1-2, 2-3 or 1-3?
   c. Which column, C or D?

5. Choral and individual repetition of E.
   For example:

   Teacher: [wi vi wi vi wi]
   Students: [wi vi wi vi wi]

   Teacher: [wo^{u} vo^{u} wo^{u} vou wou]
   Students: [wo^{u} vou wou vou wou]
   (Continue repetition. Repeat each line several times.)

6. Choral and individual repetition of C and D in pairs:
   For example:

   Teacher: wine-vine
   Students: wine-vine
   (Continue repetition.)

7. Choral repetition of D. (Insist on voiced labiodental articulation of the [v] in these words.)
   For example:

   Teacher: vine
   Students: vine
   (Continue repetition.)

Student Guide Nineteen

A		B	
[fæn]	fan	[væn]	van
[fa^{i}n]	fine	[va^{i}n]	vine
[fil]	feel	[vil]	veal
[fæt]	fat	[væt]	vat
[fyu]	few	[vyu]	view

C		D	
[wain]	wine	[vain]	vine
[wɛt]	wet	[vɛt]	vet
[we^{i}l]	wail	[ve^{i}l]	veil
[we^{i}n]	wain	[ve^{i}n]	vein
[wi]	we	[vi]	V (letter)
[wɛst]	west	[vɛst]	vest
[wɛnt]	went	[vɛnt]	vent

E

[wi	vi	wi	vi	wi]
[wo^{u}	vo^{u}	wo^{u}	vo^{u}	wo^{u}]
[wa^{i}	va^{i}	wai	vai	wai]
[wɪt	vɪt	wɪt	vɪt	wɪt
[wɛri	vɛri	wɛri	vɛri	wɛri]

F

[a^{i}m vɛri vɛri ta^{i}əd]
I'm very, very tired.
[wɪr goᵘɪŋ wɛst tu si ðə vyu
We're going west to see the view.
[ðæts ə vɛri prɪti va^{i}n]

That's a very pretty vine.

G

[ɪz ðɛr ən ələkšən təmaro^{u}]
Is there an election tomorrow?
[yɛs ar yu go^{u}ɪŋ tu vo^{u}t]

Yes, are you going to vote?

[yɛs a^{i} θɪŋk ai wɪl]
Yes, I think I will.
[a^{i}m go^{u}ɪŋ tu vo^{u}t for və́nən]

pairs.
For example:

Teacher: fan-van
Students: fan-van
(Continue repetition.)

2. Point out to students the labiodental articulation of both [f] and [v]. (See Lesson Ten.)

3. Read (not for student repetition) words of C and D in pairs. Have the students listen to and observe the the differences between [v] and [w].

4. Drill for recognition of [w] and [v] in the words of C and D. Use the following types of drills:

   a. Same or different?
   b. Which are the same, 1-2, 2-3 or 1-3?
   c. Which column, C or D?

5. Choral and individual repetition of E. For example:

   Teacher: [wi vi wi vi wi]
   Students: [wi vi wi vi wi]

   Teacher: [wo^{u} vo^{u} wo^{u} vo^{u} wo^{u}]
   Students: [wo^{u} vo^{u} wo^{u} vo^{u} wo^{u}]
   (Continue repetition. Repeat each line several times.)

6. Choral and individual repetition of C and D in pairs:
   For example:

   Teacher: wine-vine
   Students: wine-vine
   (Continue repetition.)

7. Choral repetition of D. (Insist on voiced labiodental articulation of the [v] in these words.)
   For example:

   Teacher: vine
   Students: vine
   (Continue repetition.)

[fa^{i}n]	fine	[va^{i}n]	vine
[fil]	feel	[vil]	veal
[fæt]	fat	[væt]	vat
[fyu]	few	[vyu]	view

C		D	
[wa^{i}n]	wine	[va^{i}n]	vine
[wɛt]	wet	[vɛt]	vet
[we^{i}l]	wail	[ve^{i}l]	veil
[we^{i}n]	wane	[ve^{i}n]	vein
[wi]	we	[vi]	V (letter)
[wɛst]	west	[vɛst]	vest
[wɛnt]	went	[vɛnt]	vent

E

[wi	vi	wi	vi	wi]
[wo^{u}	vo^{u}	wo^{u}	vo^{u}	wo^{u}]
[wa^{i}	va^{i}	wai	vai	wai]
[wɪt	vɪt	wɪt	vɪt	wɪt
[wɛri	vɛri	wɛri	vɛri	wɛri]

F

[a^{i}m vɛri vɛri ta^{i}ǝd]
I'm very, very tired.
[wɪr go^{u}ɪŋ wɛst tu si ðǝ vyu
We're going west to see the view.
[ðæts ǝ vɛri prɪti va^{i}n]
That's a very pretty vine.

G

[ɪz ðɛr ǝn ǝlɛkšǝn tǝmaro^{u}]
Is there an election tomorrow?
[yɛs ar yu go^{u}ɪŋ tu vo^{u}t]
Yes, are you going to vote?
[yɛs a^{i} θɪŋk ai wɪl]
Yes, I think I will.
[a^{i}m go^{u}ɪŋ tu vo^{u}t for vɝnǝn]
I'm going to vote for Vernon.

Teacher Guide Nineteen (Cont'd)

8. Opposite response drill using C and D. For example:

   Teacher: wet
   Students: vet

   Teacher: vest
   Students: west

   (Continue exercise. If the students can not readily make the [w - v] contrast at this point, review the above drills.)

9. Choral and individual repetition of the sentences of F. (Insist on exact imitation of the indicated stress and intonation patterns.)

10. Choral and individual repetition of the sentences of G. Note: Use these sentences to check on the pronunciation of sounds presented in previous lessons, e. g. [ð] of there; [š] of election; [v] of vote and Vernon; [w] of will; [l] of will and [θ] of think. If the students have difficulty with any of these sounds, return to the appropriate lesson and review.)

11. Have individual students (or small groups) repeat the dialog of G from memory. Insist on the indicated intonation patterns.)

12. Choral and individual repetition of H. (Note: Insist on the pronunciation of the final consonants in mute, cube, fume, feud, and cute.)

Student Guide Nineteen (Cont'd)

G (Cont'd)

[so^{u} æm a^{i}]
So am I.

H

[fyu]	few
[vyu]	view
[kyu]	cue
[mýuzɪk]	music
[býutəful]	beau'iful
[myut]	mute
[kyub]	cube
[fyum]	fume
[fyud]	feud
[kyut]	cute

LESSON TWENTY

Recognition and Production of [o^u] and [u]
Intonation Drill
Contracted Forms of "Will"

Teacher Guide Twenty

1. Pronounce pairs from A and B. (Not for student repetition) Direct the students' attention to the vowels in each word.

2. Drill for recognition of [o^u] and [u] using A and B. Use the following types of drills.

   a. Teacher: bow-boo Same or different?

   Students: different
   (Continue exercise.)

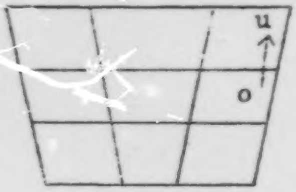
   b. Teacher: doe-do-doe Which are the same?

   Students: one and three
   (Continue exercise.)

   c. Teacher: know Which column, A or B?

   Students: A
   (Continue exercise.)

3. Using vowel chart, illustrate the [o^u] glide that begins in mid-back position and glides to high back position of [u.]



4. Choral repetition of A. For example:

   Teacher: bow
   Students: bow

   Teacher: toe
   Students: toe

   (Continue repetition. Demonstrate the increased rounding of the lips during the pronunciation of [o^u.]. See diagram below.)

Student Guide Twenty

A		B	
[bo^u]	bow	[bu]	boo
[to^u]	tow	[tu]	two
[do^u]	doe	[du]	do
[mo^u]	mow	[mu]	moo
[no^u]	know	[nu]	new
[slo^u]	slow	[slu]	slew

C		D	
[so^{u}p]	soap	[sup]	soup
[to^{u}t]	tote	[tut]	toot
[to^{u}n]	tone	[tun]	tune
[gro^{u}p]	grope	[grup]	group
[ro^{u}t]	wrote	[rut]	route
[gro^{u}v]	grove	[gruv]	groove
[flo^{u}t]	float	[flut]	flute
[do^{u}z]	doze	[duz]	dues
[bo^{u}t]	boat	[but]	boot
[ko^{u}t]	coat	[kut]	coot
[so^{u}n]	sown	[sun]	soon

E
[o^ut]

goat
coat
boat
wrote

float
tote
dote
oat

bloat
vote
moat
note

F

It's in the boat.

It's in the boot.

That's good soap.

That's good soup.

G

student

new student

the new student

know the new student

you know the new student

Do you know the new student?

for student repetition) Direct the students' attention to the vowels in each word.

2. Drill for recognition of [o^u] and [u] using A and B. Use the following types of drills.

   a. Teacher: bow-boo Same or different?

      Students: different

   (Continue exercise.)

   b. Teacher: doe-do-doe Which are the same?

      Students: one and three

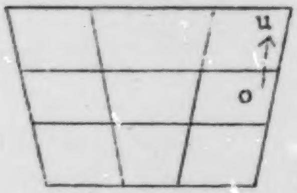
   (Continue exercise.)

   c. Teacher: know Which column, A or B?

      Students: A

   (Continue exercise.)

3. Using vowel chart, illustrate the [o^u] glide that begins in mid-back position and glides to high back position of [u.]

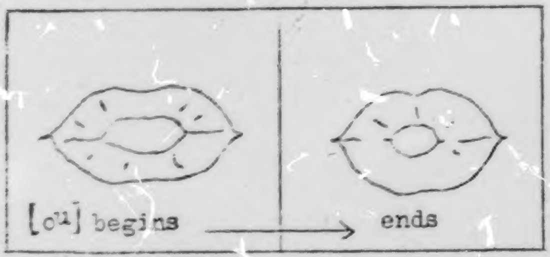


4. Choral repetition of A.
   For example:

   Teacher: bow
   Students: bow

   Teacher: toe
   Students: toe

   (Continue repetition. Demonstrate the increased rounding of the lips during the pronunciation of [o^u.]. See diagram below.)



[bo^u]	bow	[bu]	boo
[to^u]	tow	[tu]	two
[do^u]	doe	[du]	do
[mo^u]	mow	[mu]	moo
[no^u]	know	[nu]	new
[slo^u]	slow	[slu]	slew

C		D	
[so^{u}p]	soap	[sup]	soup
[to^{u}t]	tote	[tut]	toot
[to^{u}n]	tone	[tun]	tune
[gro^{u}p]	grope	[grup]	group
[ro^{u}t]	wrote	[rut]	route
[gro^{u}v]	grove	[gruv]	groove
[flo^{u}t]	float	[flut]	flute
[do^{u}z]	doze	[duz]	dues
[bo^{u}t]	boat	[but]	boot
[ko^{u}t]	coat	[kut]	coot
[so^{u}n]	sown	[sun]	soon

E

[o^{u}t]

goat
coat
boat
wrote
float
tote
dote
oat
bloat
vote
moat
note

F

It's in the boat.

It's in the boot.

That's good soap.

That's good soup.

G

student

new student

the new student

know the new student

you know the new student

Do you know the new student?

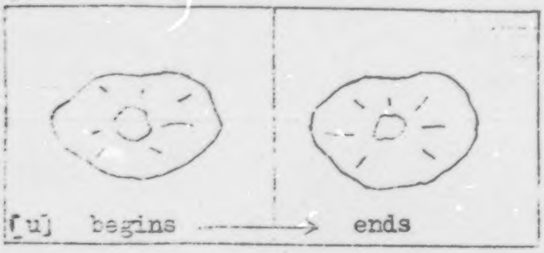
[du yu no^u ðə nu student]

Teacher Guide Twenty (Cont'd)

5. Choral repetition of B.
For example:

Teacher: boo
Students: boo

(Continue repetition. Demonstrate that [u] begins and ends with the lips greatly rounded. See diagram below.)



6. Choral and individual repetition of A and B in pairs.
For example:

Teacher: bow-boo
Students: bow-boo
(Continue repetition.)

7. Choral repetition of C.
For example:

Teacher: soap
Students: soap

Teacher: tote
Students: tote

(Continue repetition. Insist on production of the glide to [u]. Do not accept as correct a glide to [ɔ].)

8. Choral repetition of C and D in pairs.

9. Opposite response drill using C and D.
For example:

Teacher: grope [gro^{u}p]
Students: group [grup]

Teacher: route [rut]
Students: wrote [ro^{u}t]
(Continue exercise.)

10. Choral repetition of E. (All of these words end in [o^{u}t]. Insist on the glide to [u]. Do not accept as correct a glide to [ɔ].

11. Choral and individual repetition of

Student Guide Twenty (Cont'd)

G (Cont'd)

don't

I don't

No, I don't

no^{u} ai do^{u}nt

name

his name

What's his name?

[hwəts hɪz ne^{i}m]

Roe

Robert Roe

[rabət ro^{u}]

H

Do you know the new student?

No, I don't. What's his name?

Robert Roe.

I

Do you know the new student?

No, I don't. What's her name?

Mary Smith.

J

[a^{i} wɪl]	I will	[a^{i}l]	I'll
[hi wɪl]	he will	[hil]	he'll
[ši wɪl]	she will	[šil]	she'll
[ðe^{i} wɪl]	they will	[ðe^{i}l]	they'll
[yu wɪl]	you will	[yul]	you'll
[ǰan wɪl]	John will	[ǰanəl]	John'll
[mɛri wɪl]	Mary will	[mɛriəl]	Mary'll
[ǰan ən mɛri wɪl]	John and Mary will	[ǰan ən mɛriəl]	John and Mary'll

K

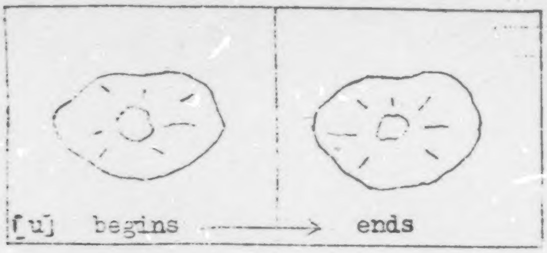
He'll go, won't he?

She'll go, won't she?

They'll go, won't they?

We'll go, won't we?

greatly rounded. See diagram below.)



6. Choral and individual repetition of A and B in pairs.
For example:

Teacher: bow-boo
Students: bow-boo
(Continue repetition.)

7. Choral repetition of C.
For example:

Teacher: soap
Students: soap

Teacher: tote
Students: tote
(Continue repetition. Insist on production of the glide to [u]. Do not accept as correct a glide to [ə].)

8. Choral repetition of C and D in pairs.

9. Opposite response drill using C and D.
For example:

Teacher:	grope	[gro^{u}p]
Students:	group	[grup]
Teacher:	route	[rut]
Students:	wrote	[rout]

(Continue exercise.)

10. Choral repetition of E. (All of these words end in [o^{u}t]. Insist on the glide to [u]. Do not accept as correct a glide to [ə].

11. Choral and individual repetition of F. (Repeat each line several times. These sentences can be used for recognition drill and opposite response drill.)

12. Choral repetition of each part of G. (Insist on exact imitation of the indicated intonation patterns. Check on pronunciation of [o^u] in know, don't, and Roe; [r] and [ə́] in Robert.)

name
his name
What's his name?
[hwəts hɪz ne^{i}m]

Roe
Robert Roe
[rabə́t ro^u]

H

Do you know the new student?
No, I don't What's his name?
Robert Roe.

I

Do you know the new student?
No, I don't. What's her name?
Mary Smith.

J

[a^i wɪl]	I will	[a^{i}l]	I'll
[hi wɪl]	he will	[hil]	he'll
[ši wɪl]	she will	[šil]	she'll
[ðe^i wɪl]	they will	[ðe^{i}l]	they'll
[yu wɪl]	you will	[yul]	you'll
[ǰan wɪl]	John will	[janəl]	John'll
[mɛri wɪl]	Mary will	[mɛriəl]	Mary'll
[ǰan ən mɛri wɪl]	John and Mary will	[ǰan ən mɛriəl]	John and Mary'll

K

He'll go, won't he?
She'll go, won't she?
They'll go, won't they?
We'll go, won't we?
You'll go, won't you?
I'll go, won't you?
I'll go, won't I?
John'll go, won't he?
Mary'll go, won't she?
John and Mary'll go, won't they?

13. Have individual students (or small groups) give the dialog of H from memory.

14. Choral repetition of I. (Check on pronunciation of [o^{u}] in don't; [e^{i}] in name; [sm] in Smith; [θ] in Smith.)

PART II

15. (Note: In spoken English the forms I will, (See footnote at end of this lesson.)** he will, she will, they will, John will, etc. are contracted to I'll, he'll, she'll, they'll, John'll, etc.) Choral and individual repetition of J. For example:

Teacher: I will-I'll
Students: I will-I'll

Teacher: he will-he'll
Students: he will-he'll

(Note: The contracted form is only used when there is a following verb, e.g., I'll go, John'll go, etc.)

16. Say the pronouns he, she, we, I, etc. and have the students respond with the contracted forms he'll, she'll, we'll, I'll, etc. For example:

Teacher: he
Students: he'll

(Continue exercise. Check on pronunciation of [-l], do not accept [n].)

17. Choral and individual repetition of K. For example:

Teacher: He'll go, won't he?
Students: He'll go, won't he?

Teacher: She'll go, won't she?
Students: She'll go, won't she?

(Continue repetition. Repeat each line several times. Insist on exact imitation of the indicated intonation pattern. Check on pronunciation of [o^{u}] in won't.)

18. Say the pronouns he, she, they, etc. and have the students respond with the appropriate line from K. For example:

Teacher: he
Students: He'll go, won't he?

Teacher: she
Students: She'll go, won't she?

(Continue exercise. Repeat each pronoun several times at random.)

** Traditional grammars usually indicate that "shall must be used with "I" and "we". According to scientific analysis, the use of "shall" with I and we has a very limited distribution, namely, in such contexts as follows:

"Somebody has to do this work."
"Shall I do it?" or "Shall we do it?"

Otherwise "will" is used with all persons (I, he, she, John, we, etc.) by native speakers of English everywhere.

15. (Note: In spoken English the forms I will,** (See footnote at end of this lesson.) he will, she will, they will, John will, etc. are contracted to I'll, he'll, she'll, they'll, John'll, etc.) Choral and individual repetition of J.
For example:

Teacher: I will-I'll
Students: I will-I'll

Teacher: he will-he'll
Students: he will-he'll
(Note: The contracted form is only used when there is a following verb, e.g., I'll go, John'll go, etc.)

16. Say the pronouns he, she, we, I, etc. and have the students respond with the contracted forms he'll, she'll, we'll, I'll, etc.
For example:

Teacher: he
Students: he'll
(Continue exercise. Check on pronunciation of [-l], do not accept [n].)

17. Choral and individual repetition of K.
For example:

Teacher: He'll go, won't he?
Students: He'll go, won't he?

Teacher: She'll go, won't she?
Students: She'll go, won't she?
(Continue repetition. Repeat each line several times. Insist on exact imitation of the indicated intonation pattern. Check on pronunciation of [oᵘ] in won't.)

18. Say the pronouns he, she, they, etc. and have the students respond with the appropriate line from K.
For example:

Teacher: he
Students: He'll go, won't he?

Teacher: she
Students: She'll go, won't she?
(Continue exercise. Repeat each pronoun several times at random.)

** Traditional grammars usually indicate that "shall must be used with "I" and "we". According to scientific analysis, the use of "shall" with I and we has a very limited distribution, namely, in such contexts as follows:

"Somebody has to do this work."
"Shall I do it?" or "Shall we do it?"

Otherwise "will" is used with all persons (I, he, she, John, we, etc.) by native speakers of English everywhere.

LESSON TWENTY-ONE

Recognition and Production of 3-2 Intonation Pattern

Pronunciation of "CAN" "CAN'T"

Teacher Guide Twenty-one

PART I

1. (Note: In previous lessons, in the intonation drill, we have occasionally used a rising intonation. This lesson will establish two instances of the regular use of rising (3-2) intonation.) Read the questions of A. Direct the students' attention to the intonation pattern.

2. Ask students to describe intonation of the questions of A. (Briefly explain that 3-2 intonation is regularly used if the anticipated answer is "yes" or "no.")

3. Choral repetition of the questions of A.
For example:

Teacher: Is this a pen?
Students: Is this a pen?

Teacher: Is this a book?
Students: Is this a book?

(Continue repetition. Insist on exact imitation of the 3-2 intonation pattern.)

4. To demonstrate contrast between 3-2 and 2-4 intonation patterns, read B and C in pairs (not for student repetition).
For example:

Teacher: Does he speak English?
He speaks English.

Teacher: Does he play tennis?
He plays tennis.

(Continue.)

5. Choral and individual repetition of B and C in pairs.
For example:

Teacher: Does he speak English?
He speaks English.

Students: Does he speak English?
He speaks English.

(Continue repetition.)

6. (Note: Frequently questions are signaled in English solely by 3-2 intonation, that is without the use of question words or inversion of subject

Student Guide Twenty-one

A

Is this a pen?
Is this a book?
Is this a clock?
Is this a table?
Is this a fan?

Is this a boat?
Is this a note?
Is this a plate?
Is this a car?
Is this a typewriter?

B

Does he speak English?
Does he play tennis?
Does he live in Hue?
Is today Monday?
Will she go with us?
Can he see it?
Can they see it?
Is she coming?

C

He speaks English.
He plays tennis.
He lives in Hue.
Today is Monday.
She'll go with us.
He can see it.
They can see it.
She's coming.

D	E
He's a doctor	He's a doctor?
He's finished.	He's finished?
She's studying.	She's studying?
John's leaving.	John's leaving?
You can't go.	You can't go?
He plays tennis.	He plays tennis?
The girl went home.	The girl went home?

1. (Note: In previous lessons, in the intonation drill, we have occasionally used a rising intonation. This lesson will establish two instances of the regular use of rising (3-2) intonation.) Read the questions of A. Direct the students' attention to the intonation pattern.

2. Ask students to describe intonation of the questions of A. (Briefly explain that 3-2 intonation is regularly used if the anticipated answer is "yes" or "no.")

3. Choral repetition of the questions of A.
   For example:

   Teacher: Is this a pen?
   Students: Is this a pen?

   Teacher: Is this a book?
   Students: Is this a book?

   (Continue repetition. Insist on exact imitation of the 3-2 intonation pattern.)

4. To demonstrate contrast between 3-2 and 2-4 intonation patterns, read B and C in pairs (not for student repetition).
   For example:

   Teacher: Does he speak English?
   He speaks English.
   Teacher: Does he play tennis?
   He plays tennis.

   (Continue.)

5. Choral and individual repetition of B and C in pairs.
   For example:

   Teacher: Does he speak English?
   He speaks English.
   Students: Does he speak English?
   He speaks English.

   (Continue repetition.)

6. (Note: Frequently questions are signaled in English solely by 3-2 intonation, that is without the use of question words or inversion of subject and verb. This type of question often shows an element of mild surprise.) Read pairs from D and E to demonstrate intonation contrast (not for student repeation).

   Teacher: He's a doctor.
   He's a doctor
   Teacher: He's finished
   He's finished?

   (Continue.)

Is this a pen?
Is this a book?
Is this a clock?
Is this a table?
Is this a fan?

Is this a boat?
Is this a note?
Is this a plate?
Is this a car?
Is this a typewriter?

B

Does he speak English?
Does he play tennis?
Does he live in Hue?
Is today Monday?
Will she go with us?
Can he see it?
Can they see it?
Is she coming?

C

He speaks English.
He plays tennis.
He lives in Hue.
Today is Monday.
She'll go with us.
He can see it.
They can see it.
She's coming.

D	E
He's a doctor	He's a doctor?
He's finished.	He's finished?
She's studying.	She's studying?
John's leaving.	John's leaving?
You can't go.	You can't go?
He plays tennis.	He plays tennis?
The girl went home.	The girl went home?

Teacher Guide Twenty-one (Cont'd)

7. Drill D and E for recognition of 3-2 intonation.
   For example:

   a. Teacher: He's a doctor. He's a doctor? Same or different?

   Students: Different.

   * * *

   b. Teacher: You can't go? Column D or E?

   Students: E

   Teacher: He plays tennis. D or E?

   Students: D

   (Continue exercise until students can readily hear the 2-4 3-2 contrast.)

8. Choral and individual repetition of D and E in pairs.
   For example:

   Teacher: He's a doctor. He's a doctor?

   Students: He's a doctor. He's a doctor?

   (Continue repetition.)

9. Opposite response drill using D and E.
   For example:

   Teacher: He plays tennis.

   Students: He plays tennis?

   Teacher: The girl went home?

   Students: The girl went home.

   (Continue exercise. If the students do not readily distinguish between the 2-4 and 3-2 intonation, review the above exercise.)

10. Choral and individual repetition of F. (Insist on exact imitation of the indicated intonation patterns.)

11. Have individual students (or small groups) repeat the dialog of F from memory. (Check on the intonation and rhythm; [ð] in this; [s] in yes; [θ] in thank; [z] in is.)

12. Choral and individual repetition of G. (Insist on exact imitation of the indicated intonation patterns.)

13. Have individual students (or small groups) repeat the dialog of G from memory. (Check on the intonation

Student Guide Twenty-one (Cont'd)

F

Is this your book?
Yes, it is.

Do you want it now?
No, thanks.

You don't want it now?
No, thank you.

G

Does he teach English?
Yes, he does.

Is he teaching it now?
I don't think so.

H

[hi kən swɪm]	He can swim.
[hi kən kəm]	He can come.
[ši kən go^{u}]	She can go.
[a^{i} kən si ɪt]	I can see it.
[wi kən du ɪt]	We can do it.

[wi kænt go^{u} kæn wi]
We can't go, can we?

[a^{i} kænt go^{u} kæn yu]
I can't go, can you?

[wi kən go^{u} kænt wi]
We can go, can't we?

[ðe^{i} kən hɪr ɪt kænt ðe^{i}]
They can hear it, can't they?

[kæn ðe^{i} kəm]
Can they come?

[kæn yu si hɪm]
Can you see him?

[kæn a^{i} go^{u}]
Can I go?

[kæn ǰan ple^{i} tɛnɪs]
Can John play tennis?

Students: Different.

***

b. Teacher: You cant't go? Column D or E?

Students: E

Teacher: He plays tennis. D or E?

Students: D

(Continue exercise until students can readily hear the 2-4 3-2 contrast.)

8. Choral and individual repetition of D and E in pairs.
For example:

Teacher: He's a doctor. He's a doctor?

Students: He's a doctor. He's a doctor?

(Continue repetition.)

9. Opposite response drill using D and E.
For example:

Teacher: He plays tennis.

Students: He plays tennis?

Teacher: The girl went home?

Students: The girl went home.

(Continue exercise. If the students do not readily distinguish between the 2-4 and 3-2 intonation, review the above exercise.)

10. Choral and individual repetition of F. (Insist on exact imitation of the indicated intonation patterns.)

11. Have individual students (or small groups) repeat the dialog of F from memory. (Check on the intonation and rhythm; [ð] in this; [s] in yes; [θ] in thank; [z] in is.)

12. Choral and individual repetition of G. (Insist on exact imitation of the indicated intonation patterns.)

13. Have individual students (or small groups) repeat the dialog of G from memory. (Check on the intonation patterns; [č] of teach; [o^{u}] in don't. If the students can not readily pronounce any of these sounds, or the ones noted in 11 above, return to the appropriate lesson and review.

No, thank you.

G

Does he teach English?
Yes, he does.

Is he teaching it now?
I don't think so.

H

[hi kən swɪm]	He can swim.
[hi kən kəm]	He can come.
[ši kən go^{u}]	She can go.
[a^{i} kən si ɪt]	I can see it.
[wi kən du ɪt]	We can do it.

[wi kænt go^{u} kæn wi]
We can't go, can we?

[a^{i} kænt go^{u} kæn yu]
I can't go, can you?

[wi kən go^{u} kænt wi]
We can go, can't we?

[ðe^{i} kən hɪr ɪt kænt ðe^{i}]
They can hear it, can't they?

[kæn ðe^{i} kəm]
Can they come?

[kæn yu si hɪm]
Can you see him?

[kæn a^{i} go^{u}]
Can I go?

[kæn ǰan ple^{i} tɛnɪs]
Can John play tennis?

*** Teacher: She's studying. She's studying? Same or different?
Student: Different.

PART II

Note: The word "can" in unstressed position is pronounced with the vowel [ɪ], for example:

[hi kɪn go^{u}]	He can go.
[a^{i} kɪn go^{u}]	I can go.

In stressed position, when it begins a question, and in the contraction "can't," the vowel of "can" is [æ], for example:

[hi kænt go^{u} kæn hi]	He can't go, can he?
[kæn ðe^{i} kəm]	Can they come?

14. Choral and individual repetition of the sentences of H.

LESSON TWENTY-TWO

Recognition and Production of [u] and [ʊ]
Review of [oᵘ] in Contrast to [u] and [ʊ]
Review of [š] and [č] in Final Position
Intonation and Rhythm Drills

Teacher Guide Twenty-two

1. Pronounce the words of A and B in pairs (not for student repetition). Direct the students' attention to the vowel sound in each word.

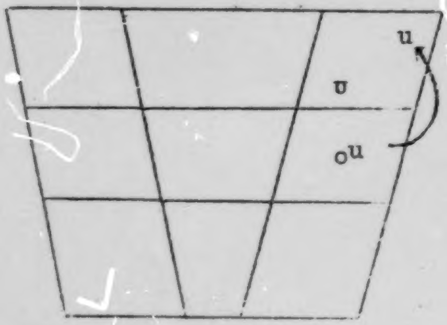
2. Drill for recognition of [u] and [ʊ] in A and B. Use the following types of drills.

   a. Teacher: stewed-stood Same or different?
   Students: different
   (Continue exercise)

   b. Teacher: fool-fool-full Which are the same?
   Students: One and two.
   (Continue exercise)

   c. Teacher: should Column A or B?
   Students: B
   (Continue exercise.)

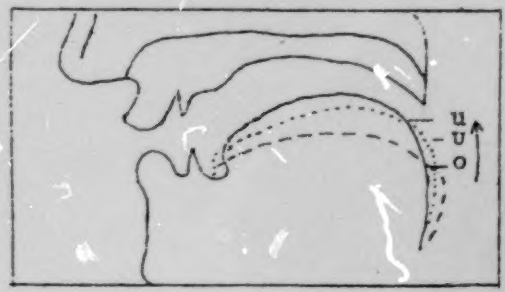
3. Using facial diagram and vowel chart, briefly describe the production differences between [u] and [ʊ] . (Note: The lips are more rounded for [u] than for [ʊ] ; the tongue is slightly higher and farther back for [u] than for [ʊ] . IMPORTANT: [u] and [ʊ] are not distinguishable by length. Before voiced sounds, [u] and [ʊ] are both relatively short, thus the vowels of fool and full are the same length, just as the vowels of suit and soot are the same length.)



4. Choral and individual repetition of A and B in pairs.
For example:

Student Guide Twenty-two

	A		B
[stud]	stewed	[stʊd]	stood
[ful]	fool	[fʊl]	full
[šud]	shooed	[šʊd]	should
[sut]	suit	[sʊt]	soot
[wud]	wooed	[wʊd]	wood
[gud]	gooed	[gʊd]	good



C

[ʊ]

book
cook
took
look
hood
foot
could
would
bush
pull

D

u	[ʊ]	oᵘ
stewed	stood	stowed
pool	pull	pole
fool	full	foal
cooed	could	code
shooed	should	showed

E

What are you going to study, Robert?

I'm going to study Vietnamese.

That's good.

How do you say "two" in Vietnamese?

You say [haj]
Thanks a lot

You're welcome.

	F		G
[liš]	leash	[lič]	leech
[læš]	lash		latch

1. Pronounce the words of A and B in pairs (not for student repetition). Direct the students' attention to the vowel sound in each word.

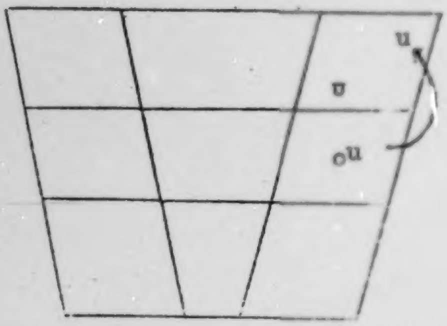
2. Drill for recognition of [u] and [ʊ] in A and B. Use the following types of drills.

   a. **Teacher:** stewed-stood Same or different?
      Students: different
   (Continue exercise)

   b. **Teacher:** fool-fool-full Which are the same?
      Students: One and two.
   (Continue exercise)

   c. **Teacher:** should Column A or B?
      Students: B
   (Continue exercise.)

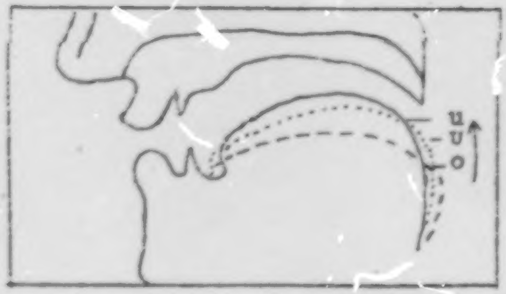
3. Using facial diagram and vowel chart, briefly describe the production differences between [u] and [ʊ]. (Note: The lips are more rounded for [u] than for [ʊ]; the tongue is slightly higher and farther back for [u] than for [ʊ]. IMPORTANT: [u] and [ʊ] are not distinguishable by length. Before voiced sounds, [u] and [ʊ] are both relatively short, thus the vowels of fool and full are the same length, just as the vowels of suit and soot are the same length.)



4. Choral and individual repetition of A and B in pairs.
   For example:

   Teacher: stewed-stood
   Students: stewed-stood
   (Continue repetition)

A		B	
[stud]	stewed	[stʊd]	stood
[ful]	fool	[fʊl]	full
[šud]	shooed	[šʊd]	should
[sut]	suit	[sʊt]	soot
[wud]	wooed	[wʊd]	wood
[gud]	gooed	[gʊd]	good



C

[ʊ]

book	foot
cook	could
took	would
look	bush
hood	pull

D

u	[ʊ]	o^u
stewed	stood	stowed
pool	pull	pole
fool	full	foal
cooed	could	code
shooed	should	showed

E

What are you going to study, Robert?

I'm going to study Vietnamese.

That's good.

How do you say "two" in Vietnamese?

You say [haj]

Thanks a lot

You're welcome.

F		G	
[lǐs]	leash	[lič]	leech
[læš]	lash	[læč]	latch
[məš]	mush	[məč]	much
[kæš]	cash	[kæč]	catch
[waš]	wash	[wač]	watch
[dɪš]	dish	[dɪč]	ditch

Teacher Guide Twenty-two (Cont'd)

5. Choral and individual repetition of the words of C. (All of these words contain [ʊ]. Repeat each word several times. Insist on exact imitation of the vowel sound [ʊ].)

6. Using A and B have opposite response drill.
For example:

Teacher: wood [wʊd]
Students: wooed [wud]

Teacher: fool [ful]
Students: full [fʊl]

(Continue exercise. If the students have difficulty producing or recognizing [u] and [ʊ] at this point, repeat the above drills.

Student Guide Twenty-two (Cont'd)

E

I saw Robert in the drugstore.

Give the cash to the teacher.

Erase the board and return to your seats.

Open your books and turn to page eight.

Should we watch the tennis match or study?

7. Write [u], [ʊ] and [oᵘ] on the blackboard under the numbers 1, 2 and 3. That is:

1	2	3
[u]	[ʊ]	[oᵘ]

Drill D for recognition of these three vowels.
For example:

Teacher: Does "stood" have vowel one, two or three?
Students: Two

Teacher: pole?
Students: Three

Teacher: fool
Students: One

(Continue exercise.)

8. Have individual students (or small groups) read the words of D vertically, that is: All of the words under [u], all of the words under [ʊ], and all of the words under [oᵘ].

9. Have individual students (or small groups) read the words of D across the page, that is: stewed, stood, stowed; pool, pull, pole; etc. (If students can not readily make this three way contrast between [u], [ʊ] and [oᵘ], review lesson Twenty and the above part of this lesson.

10. Choral and individual repetition of the sentences of E. (Insist on exact imitation of the indicated intonation patterns.)

11. Have individual students (or small groups) repeat the dialog of E from memory. (Check on intonation; the [ʊ] of good and foot; [eⁱ] of say; [ð] of that's; [ś] of Robert; and [θ] of thanks. If the students have difficulty with any of these sounds, return to the appropriate lesson and review.)

12. Choral repetition of the words of F. (See Lesson Nine for articulation of [ǯ].)

13. Choral repetition of the words of G. (See Lesson Nine for articulation of [č].)

14. Choral repetition of F and G in pairs.

15. Opposite response drill

For example:

Teacher: wood [wʊd]
Students: wooed [wud]

Teacher: fool [ful]
Students: full [fʊl]

(Continue exercise. If the students have difficulty producing or recognizing [u] and [ʊ] at this point, repeat the above drills.

Open your books and turn to page eight.

Should we watch the tennis match or study?

7. Write [u] , [ʊ] and [o^u] on the blackboard under the numbers 1, 2 and 3. That is:

1	2	3
[u]	[ʊ]	[o^u]

Drill D for recognition of these three vowels.
For example:

Teacher: Does "stood" have vowel one, two or three?
Students: Two

Teacher: pole?
Students: Three

Teacher: fool
Students: One

(Continue exercise.)

8. Have individual students (or small groups) read the words of D vertically, that is: All of the words under [u] , all of the words under [ʊ] , and all of the words under [o^u].

9. Have individual students (or small groups) read the words of D across the page, that is: stewed, stood, stowed; pool, pull, pole; etc. (If students can not readily make this three way contrast between [u] , [ʊ] and [o^u] , review lesson Twenty and the above part of this lesson.

10. Choral and individual repetition of the sentences of E. (Insist on exact imitation of the indicated intonation patterns.)

11. Have individual students (or small groups) repeat the dialog of E from memory. (Check on intonation; the [ʊ] of good and foot; [e^i] of say; [ð] of that's; [ś] of Robert; and [θ] of thanks. If the students have difficulty with any of these sounds, return to the appropriate lesson and review.)

12. Choral repetition of the words of F. (See Lesson Nine for articulation of [š] .)

13. Choral repetition of the words of G. (See Lesson Nine for articulation of [č] .)

14. Choral repetition of F and G in pairs.

15. Opposite response drill using the words of F and G.
For example:

Teacher: cash
Students: catch

Teacher: much
Students: mush

(Continue exercise.)

16. Choral and individual repetition of the sentences of H. (Insist on exact imitation of the rhythm and intonation. For discussion of rhythm , see Lesson Seventeen.)

LESSON TWENTY-THREE

Recognition and Production of [ǰ]
Rhythm and Intonation Drills
Plural Indicator after [ǰ]

Teacher Guide Twenty-three

1. Pronounce A and B in pairs (not for student repetition.)
   For example:

   Teacher: [ǰi - či]
   [ǰe^i - če^i]
   [ǰæ - čæ] etc.

2. Drill for recognition of [ǰ] and [č] using A and B. Use the following types of drills.

   a. Teacher: [ǰi-či] Same or different?
   Students: different
   (Continue exercise.)

   b. Teacher: [ǰi-či-ǰi] Which are the same?
   Students: One and three.
   (Continue exercise.)

   c. Teacher: [ču] Column A or B
   Students: B
   (Continue exercise.)

3. Briefly explain to the students that the pronunciation of [ǰ] and [č] are exactly alike except that [č] is voiceless and [ǰ] is voiced.

4. Choral repetition of A and B in pairs. For example:

   Teacher: [ǰi- či]
   Students: [ǰi- či]
   (Continue repetition of all of the pairs.)

5. Choral repetition of the words of C.

6. Choral repetition of the words of D.

7. Choral repetition of the words of C and D in pairs.

8. Opposite response drill using C and D. For example:

   Teacher: joke
   Students: choke

Student Guide Twenty-three

A	B
[ǰi]	[či]
[ǰe^i]	[če^i]
[ǰæ]	[čæ]
[ǰu]	[ču]
[ǰo^u]	[čo^u]

C		D	
[ǰo^uk]	joke	[čo^uk]	choke
[ǰɛst]	jest	[čɛst]	chest
[ǰɪp]	gyp	[čɪp]	chip
[ǰu]	Jew	[ču]	chew
[ǰɛt]	jet	[čɛt]	Chet
[ǰɪn]	gin	[čɪn]	chin
[ǰɪl]	Jill	[čɪl]	chill
[ǰe^in]	Jane	[če^in]	chain

E			
[i ǰə	iǰə	iǰə	iǰ]
[e^iǰə	e^iǰə	e^iǰə	e^iǰ]
[æǰə	æǰə	æǰə	æǰ]
[uǰə	uǰə	uǰə	uǰ]
[o^uǰə	o^uǰə	o^uǰə	o^uǰ]
[ɛǰə	ɛǰə	ɛǰə	ɛǰ]
[ɪǰə	ɪǰə	ɪǰə	ɪǰ]

F	
[e^iǰ]	age
[ɛǰ]	edge
[slɛǰ]	sledge
[pe^iǰ]	page
[lɛǰ]	ledge
[fəǰ]	fudge

G

Robert, let's join Joe for coffee.

Okay, Jim. I'll pay today.

Good, I don't have any money. I have to cash a check.

Just wait until I get my hat.

H

I saw Joe in the month of June.

I saw Jim in the month of July.

I saw the judge at church.

The car is on the edge of the road.

student repetition.)
For exemple:

Teacher: [ǰi - či]
[ǰei- čei]
[ǰæ - čæ] etc.

2. Drill for recognition of [ǰ] and [č] using A and B. Use the following types of drills.

a. Teacher: [ǰi-či] Same or different?
Students: different
(Continue exercise.)

b. Teacher: [ǰi-či-ǰi] Which are the same?
Students: One and three.
(Continue exercise.)

c. Teacher: [ču] Column A or B
Students: B
(Continue exercise.)

3. Briefly explain to the students that the pronunciation of [ǰ] and [č] are exactly alike except that [č] is voiceless and [ǰ] is voiced.

4. Choral repetition of A and B in pairs. For example:

Teacher: [ǰi- či]
Students: [ǰi- či]
(Continue repetition of all of the pairs.)

5. Choral repetition of the words of C.

6. Choral repetition of the words of D.

7. Choral repetition of the words of C and D in pairs.

8. Opposite response drill using C and D. For example:

Teacher: joke
Students: choke

Teacher: chin
Students: gin
(Continue exercise. If the students have difficulty with the recognition or production of [ǰ] and [č] at this point, repeat the above drills.)

[ǰi]	[či]
[ǰei]	[čei]
[ǰæ]	[čæ]
[ǰu]	[ču]
[ǰou]	[čou]

C		D	
[ǰouk]	joke	[čouk]	choke
[ǰɛst]	jest	[čɛst]	chest
[ǰɪp]	gyp	[čɪp]	chip
[ǰu]	Jew	[ču]	chew
[ǰɛt]	jet	[čɛt]	Chet
[ǰɪn]	gin	[čɪn]	chin
[ǰɪl]	Jill	[čɪl]	chill
[ǰein]	Jane	[čein]	chain

E			
[iǰə	iǰə	iǰə	iǰ]
[eiǰə	eiǰə	eiǰə	eiǰ]
[æǰə	æǰə	æǰə	æǰ]
[uǰə	uǰə	uǰə	uǰ]
[ouǰə	ouǰə	ouǰə	ouǰ]
[ɛǰə	ɛǰə	ɛǰə	ɛǰ]
[ɪǰə	ɪǰə	ɪǰə	ɪǰ]

F	
[eiǰ]	age
[ɛǰ]	edge
[slɛǰ]	sledge
[peiǰ]	page
[lɛǰ]	ledge
[fəǰ]	fudge

G

Robert, let's join Joe for coffee.

Okay, Jim. I'll pay today.

Good, I don't have any money. I have to cash a check.

Just wait until I get my hat.

H

I saw Joe in the month of June.

I saw Jim in the month of July.

I saw the judge at church.

The car is on the edge of the road.

The man didn't tell us his age.

Teacher Guide Twenty-three (Cont'd)

9. For the production of [ǰ] in final position, have choral and individual repetition of E.
For example:

   Teacher: [iǰə iǰə iǰə iǰ]
   Students: [iǰə iǰə iǰə iǰ]

(Continue repetition. Say these sets of syllables rapidly.)

10. Choral and individual repetition of the words of F.

11. Choral and individual repetition of the sentences of G. (Insist on an exact imitation of the indicated intonation patterns.)

12. Have individual students (or small groups) repeat the dialog of G from memory. (Check on the pronunciation of [ǰ] in join, Joe, Jim and just; [o^{u}] in don't; [e^{i}] in wait and okay; [š] in cash; and [č] in check; if the students have any difficulty with these sounds, return to the appropriate lesson and review.

13. Choral repetition of H. (Insist on an exact imitation of the indicated intonation and rhythm patterns. Also check on the production of those sounds that have been presented in previous lessons.)

14. (Note: In Lesson Eleven, the pronunciation of the plural forms of words that end in [s-z-š-č] was discussed. In this lesson we add to that list [ǰ] . The plural words ending in these sounds (s-z-š-č-ǰ]) is formed by adding [-ɪz] Choral and individual repetition of the words of I.

15. Give the words of J and have the students give the plural form. (The plural of all these words consists of an additional unaccented syllable [-ɪz]

16. Choral and individual repetition of the plural forms of the words of J.

Student Guide Twenty-three (Cont'd)

I

[e^{i}ǰɪz]	ages	[ɛǰɪz]	edges
[lɛǰɪz]	ledges	[bæǰɪz]	badges
[brɪǰɪz]	bridges	[ke^{i}ǰɪz]	cages

J

brush
bush
cane

beach
glass
peach

hose
rose
page

LESSON TWENTY-FOUR
Recognition and Production of [ə] and [a]
Rhythm and Intonation Drill
Pronunciation of "and"

Teacher Guide Twenty-four

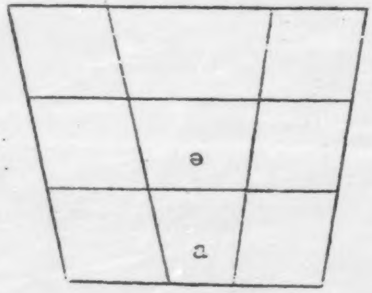
1. Pronounce the syllables of A and B in pairs. Direct the students' attention to the vowel sounds in these syllables.

2. Drill A and B for recorgnition of and [a]. Use the following types of drills.

   a. Same or different:
   b. Which are the same, 1-2, 1-3, or 2-3?
   c. Which column, A or B?

   (Continue these drills until the students can readily distinguish between [ə] and [a].)

3. Using vowel chart below and facial diagram of the student guide, briefly describe the articulation of [ə] and [a].



4. Choral and individual repetition of the syllables of A.

5. Choral and individual repetition of the syllables of B.

6. Choral and individual repetition of A and B in pairs.

7. Choral and individual repetition of C. For example:

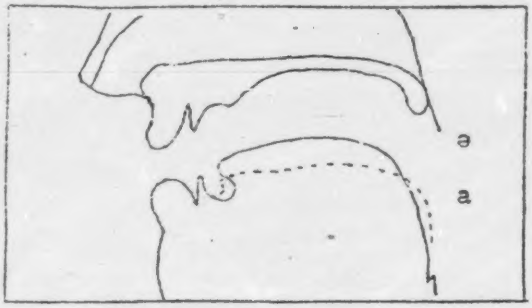
   Teacher: [ə a ə a ə]
   Students: [ə a ə a ə]

   Teacher: [əm am əm am əm]
   Students: [əm am əm am əm]
   (Continue repetition.)

8. Choral repetition of D and E in pairs

Student Guide Twenty-four

A	B
[az]	[əz]
[ab]	[əb]
[ad]	[əd)
[am]	[əm]
[at]	[ət]
[an]	[ən]
[as]	[əs]
[aš]	[əš]



C

[ə a ə a ə]
[əm am əm am əm]
[əz az əz az əz]
[ən an ən an ən]
[tə ta tə ta tə]

D		E	
[nat]	not	[nət]	nut
[ḥat]	hot	[hət]	hut
[kat]	cot	[kət]	cut
[rábə́]	robber	[rə́bə́]	rubber
[rat]	rot	[rət]	rut
[bam]	bomb	[bəm]	bum

F

[ðə rábə́ ɪz dɪsəpɪrɪŋ]

The robber is diappearing.

[ðə rəbə́ ɪz dɪsəpɪrɪŋ]

The rubber is disappearing.

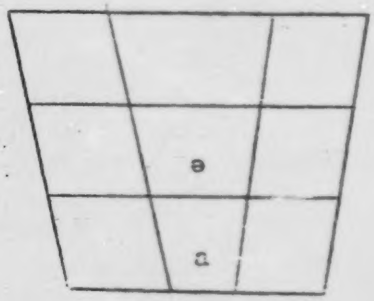
to the vowel sounds in these syllables.

2. Drill A and B for recorgnition of end [a] . Use the following types of drills.

   a. Same or different:
   b. Which are the same, 1-2, 1-3, or 2-3?
   c. Which column, A or B?

   (Continue these drills until the students can readily distinguish between [ə] and [a].)

3. Using vowel chart below and facial diagram of the student guide, briefly describe the articulation of [ə] and [a].



4. Choral and individual repetition of the syllables of A.

5. Choral and individual repetition of the syllables of B.

6. Choral and individual repetition of A and B in pairs.

7. Choral and individual repetition of C. For example:

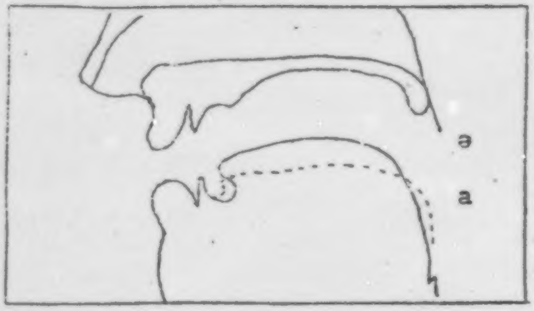
   Teacher: [ə a ə a ə]
   Students: [ə a ə a ə]

   Teacher: [əm am əm am əm]
   Students: [əm am əm am əm]

   (Continue repetition.)

8. Choral repetition of D and E in pairs.

[ab]	[əb]
[ad]	[əd)
[am]	[əm]
[at]	[ət]
[an]	[ən]
[as]	[əs]
[aš]	[əš]



C

[ə a ə a ə]
[əm am əm am əm]
[əz az əz az əz]
[ən an ən an ən]
[tə ta tə ta tə]

D		E	
[nat]	not	[nət]	nut
[hat]	hot	[hət]	hut
[kat]	cot	[kət]	cut
[rábə́]	robber	[rə́bə́]	rubber
[rat]	rot	[rət]	rut
[bam]	bomb	[bəm]	bum

F

[ðə rábə́ ɪz dɪsəpɪrɪŋ]

The robber is diappearing.

[ðə rəbá ɪz dɪsəpɪrɪŋ]

The rubber is disappearing.

Teacher Guide Twenty-four (Cont'd)

9. Opposite response drill using D and E. For example:

   Teacher: rot
   Students: rut

   Teacher: rut
   Students: rot

   (Continue exercise. If the students have difficulty distinguishing [ə] and [a] at this point, review the above drills.)

10. Choral and individual repetition of the sentences of F. (Insist on exact imitation of the indicated intonation pattern. These sentences can be used for recognition drills and opposite response drill.)

11. Choral and individual repetition of the sentences of G. (Insist on exact imitation of the indicated intonation patterns. Notice the contrasting 3-2 2-4 intonations in the question "Nothing else?" and the statement "Nothing else.")

12. Have individual students (or small groups) repeat the dialog of G from memory. Check on the pronunciation of [v] in very; [ər] in hungry; [ǰ] in just; [ʊ] in sugar; [θ] in nothing and the intonation patterns.)

Student Guide Twenty-four (Cont'd)

G

[aⁱm nat vɛri həŋgri ǰəst brɪŋ mi ə
kəp əv hat kɔfi]

I'm not very hungry. Just bring me a cup
of hot coffee.

[krim ən sʊgə́]

Cream and sugar?

[noᵘ blæk]

No, black.

[nəθɪŋ ɛls]

Nothing else?

[nəθɪŋ ɛls]

Nothing else.

H

[brɛd ən bətə́]	bread and butter
[aⁱs krim ən keⁱk]	ice cream and cake
[krim ən sʊgə́]	cream and sugar
[ǰɪm ən ǰan]	Jim and John]
[kəm ən si mi]	come and see me
[θri ən for]	three and four
[rɛd ən blu]	red and blue
[stap ən θɪŋk]	stop and think

13. (Note: The word "and" in unstressed position is regularly pronounced [ən] . For acceptable rhythm and intonation and to be able to readily understand normal rapid speech, the students must reduce "and" to [ən] when they say it and must be able to recognize [ən] as "and" when they hear it.) Choral and individual repetition of the phrases of H.

LESSON TWENTY-FIVE

Production of Consonants Following [a^i] and [o^u]
Pronunciation of the Letters of the Alphabet
Pronunciation of "has to" and "have to" before a Verb

Teacher Guide Twenty-five

PART I

1. Choral and individual repetition of A and B in pairs.
   For example:

   Teacher: [sa^i sa^{i}n]
   Students: [sa^i sa^{i}n]

   Teacher: [ta^i ta^{i}d]
   Students: [ta^i ta^{i}d]

   (Continue repetition. Insist on the pronunciation of the final consonant in the words of B.)

2. Give the words of A and have the students give the corresponding words of B.)
   For example:

   Teacher: [sa^i]
   Students: [sa^{i}n]

   Teacher: ta^i]
   Students: ta^{i}d]

   (Continue repetition.)

3. Choral and individual repetition of the sentences of C. (Insist on exact imitation of the indicated intonation pattern. Check on the pro-duction of [a^i] followed by a consonant.)

4. Choral and individual repetition of D and E (as in 1, above).

5. Give the words of D and have the students give the corresponding words of E (as in 2, above).

PART II

6. Choral and individual repetition of the letters of the alphabet of F.

7. Have individual students spell their names (if small class).

8. Spell the following words and have the students write them on the blackboard or on paper at their desks).

   John, children, production, zebra,
   quite, extra, what, effort, [illegible] bill

Student Guide-five

A		B	
[sa^i]	sigh	[sa^{i}n]	sign
[ta^i]	tie	[ta^{i}d]	tide
[pa^i]	pie	[pa^{i}p]	pipe
[ba^i]	buy	[ba^{i}k]	bike
[da^i]	die	[da^{i}m]	dime
[la^i]	lie	[la^{i}n]	line
[ha^i]	high	[ha^{i}r]	hire
[la^i]	lie	[la^{i}f]	life
[na^i]	nigh	[na^{i}t]	night
[da^i]	die	[da^{i}v]	dive
[a^i]	I	[a^{i}l]	I'll
[ma^i]	my	[ma^{i}s]	mice

C

[səč ɪz la^{i}f]

Such is life

[hwat dəz čæt sa^{i}n se^i]

What does that sign say?

[a^{i}l si yu təna^{i}t]

I'll see you tonight.

[a^{i}bɔt ə vɛri na^{i}s pa^{i}p]

I bought a very nice pipe.

[a^i nid ə da^{i}m tə me^{i}k ə fo^{u}n kɔl]

I need a dime to make a phone call.

D		E	
[so^u]	so	[so^{u}p]	soap
[go^u]	go	[go^{u}t]	goat
[so^u]	so	[so^{u}k]	soak
[ro^u]	row	[ro^{u}b]	robe
[to^u]	toe	[to^{u}d]	toad
[lo^u]	low	[lo^{u}f]	loaf
[bo^u]	bow	[bo^{u}θ]	both
[do^u]	doe	[do^{u}s]	dose
[ro^u]	row	[ro^{u}č]	roach
[sto^u]	stow	[sto^{u}v]	stove
[no^u]	no	[no^{u}z]	nose
[go^u]	go	[go^{u}l]	goal
[fo^u]	foe	[fo^{u}n]	phone

F

a	b	c	d	e	f	g	h	i
[e^i	bi	si	di	i	ɛf	ǰi	e^{i}č	a^i

j	k	l	m	n	o	p	q	r	s	t
ǰe^i	ke^i	ɛl	ɛm	ɛn	o^u	pi	kyu	ar	ɛs	ti

A and B in pairs.
For example:

Teacher: [sa^{i} sa^{i}n]
Students: [sa^{i} sa^{i}n]

Teacher: [ta^{i} ta^{i}d]
Students: [ta^{i} ta^{i}d]

(Continue repetition. Insist on the pronunciation of the final consonant in the words of B.)

2. Give the words of A and have the students give the corresponding words of B.)
For example:

Teacher: [sa^{i}]
Students: [sa^{i}n]

Teacher: ta^{i}]
Students: ta^{i}d]

(Continue repetition.)

3. Choral and individual repetition of the sentences of C. (Insist on exact imitation of the indicated intonation pattern. Check on the pro-duction of [a^{i}] followed by a consonant.)

4. Choral and individual repetition of D and E (as in 1, above).

5. Give the words of D and have the students give the corresponding words of E (as in 2, above).

PART II

6. Choral and individual repetition of the letters of the alphabet of F.

7. Have individual students spell their names (if small class).

8. Spell the following words and have the students write them on the blackboard or on paper at their desks).

John, children, production, zebra, quite, extra, what, effort, gun, kill, safe, very.

[illegible]	[illegible]	[illegible]	[illegible]
[pa^{i}]	pie	[pa^{i}p]	pipe
[ba^{i}]	buy	[ba^{i}k]	bike
[da^{i}]	die	[da^{i}m]	dime
[la^{i}]	lie	[la^{i}n]	line
[ha^{i}]	high	[ha^{i}r]	hire
[la^{i}]	lie	[la^{i}f]	life
[na^{i}]	nigh	[na^{i}t]	night
[da^{i}]	die	[da^{i}v]	dive
[a^{i}]	I	[a^{i}l]	I'll
[ma^{i}]	my	[ma^{i}s]	mice

C

[səč ɪz la^{i}f]

Such is life

[hwat dəz ðæt sa^{i}n se^{i}]

What does that sign say?

[a^{i}l si yu təna^{i}t]

I'll see you tonight.

[a^{i} bɔt ə vɛri na^{i}s pa^{i}p]

I bought a very nice pipe.

[a^{i} nid ə da^{i}m tə meik ə fo^{u}n kɔl]

I need a dime to make a phone call.

D		E	
[so^{u}]	so	[so^{u}p]	soap
[go^{u}]	go	[go^{u}t]	goat
[so^{u}]	so	[so^{u}k]	soak
[ro^{u}]	row	[ro^{u}b]	robe
[to^{u}]	toe	[to^{u}d]	toad
[lo^{u}]	low	[lo^{u}f]	loaf
[bo^{u}]	bow	[bo^{u}θ]	both
[do^{u}]	doe	[do^{u}s]	dose
[ro^{u}]	row	[ro^{u}č]	roach
[sto^{u}]	stow	[sto^{u}v]	stove
[no^{u}]	no	[no^{u}z]	nose
[go^{u}]	go	[go^{u}l]	goal
[fo^{u}]	foe	[fo^{u}n]	phone

F

a	b	c	d	e	f	g	h	i
[e^{i}	bi	si	di	i	ɛf	ǰi	e^{i}č	a^{i}

j	k	l	m	n	o	p	q	r	s	t
ǰe^{i}	ke^{i}	ɛl	ɛm	ɛn	o^{u}	pi	kyu	ar	ɛs	ti

u	v	w	x	y	z
yu	vi	dəbəlyu	ɛks	wai	zi]

9. Choral and individual repetition of G. (Insist on exact imitation of the indicated intonation patterns. Repeat the question and answer of G several times.)

10. Have individual students (or small groups) repeat the dialog of G from memory.
For example:

   First student: How do you spell sign?

   Second student: s-i-g-n

11. Using the words under B and E and the question of G, have individuals students (or small groups) ask and answer the question "How do you spell ______?
For example:

First student:	How do you spell sign?
Second student:	s-i-g-n
Second student:	How do you spell tide?
Third student:	t-i-d-e
Third student:	How do you spell pipe?
Fourth student:	p-i-p-e

(Continue drill. As the students are asking and answering the questions above, check on their intonation; the pronunciation of [a^{i}]and [o^{u}]followed by another consonant.)

G

[ha^{u} du yu spɛl sa^{i}n]

how do you spell sign?

[ɛs a^{i} ǰi ɛn]

s - i - g - n

H

[hæstə]	Has to
[hæftə]	Have to
[ši hæstə stədi]	She has to study.
[ši hæstə liv na^{u}]	She has to leave now
[ši hæstə wə́k təde^{i}]	She has to work toda
[hi hæstə du ɪt]	He has to do it.
[wi hæftə stədi]	We have to study.
[wi hæftə liv na^{u}]	We have to leave now.
[ðei hæftə wə́k təde^{i}]	They have to work today.
[a^{i} hæftə du ɪt]	I have to do it.

12. (Note: "has to" and "have to" are regularly pronounced in normal, rapid speech as [hæstə] and [hæftə] when followed by another verb. That is, the [z] of "has" is pronounced [s] and the [v] of "have" is pronounced [f]. Notice also that "to" is pronounced [tə] in this pattern. Choral and individual repetition of the phrases of H. (Insist on exact imitation of the indicated intonation patterns.)

LESSON TWENTY-SIX

Production of Initial Consonant Clusters
Word Stress
Rhythm and Intonation Drill

Teacher Guide Twenty-six

1. Choral and individual repetition of A. For example:

   Teacher: [se^{i} ste^{i} stre^{i}]
   Students: [se^{i} ste^{i} stre^{i}]

   Teacher: [si sti stri]
   Students: [si sti stri]

   (Continue exercise. Repeat each line several times. Do not accept a [ə] between the [s] and following consonant.)

2. Repeat 1 above, using B, C, D, and E.

3. Choral and individual repetition of F. Insist on exact imitation of the indicated intonation patterns.

4. (Note: This lesson presents drills on word stress. All English words of more than one syllable have one syllable that is louder and longer than the others called the stressed syllable. The students should be encouraged to learn where the stressed syllable is as they learn each new word.) Have the students extract all of the words of more than one syllable from F above. Write these words on the blackboard. Pronounce these words and ask the students to identify the stressed syllable in each word and mark it with [ʹ] :

Róbert	twénty	télephone
addréss	Wáshington	númber
récord	apártment	Nórmandy

   Have choral repetition of these words.

5. (Note: There are only a few general rules that can be given about where the stress falls. Inform students that the vast majority of English words have the stress on the first syllable but there are many, many words with the the stress on other than the first syllable.) Choral repetition of G, H, I, J, K.

Student Guide Twenty-six

A			B		
[se^{i}	ste^{i}	stre^{i}]	[se^{i}	spe^{i}	spre^{i}]
[si	sti	stri]	[si	spi	spri]
[sæ	stæ	stræ]	[sæ	spæ	spræ]
[so^{u}	sto^{u}	stro^{u}]	[so^{u}	spo^{u}	spro^{u}]
[sə	stə	strə]	[sə	spə	sprə]
[sɔ	stɔ	strɔ]	[sɔ	spɔ	sprɔ]

C		
[se^{i}	ske^{i}	skre^{i}]
[si	ski	skri]
[sæ	skæ	skræ]
[so^{u}	sko^{u}	skro^{u}]
[sə	skə	skrə]
[sɔ	skɔ	skrɔ]

D			E		
[se^{i}	spe^{i}	sple^{i}]	[se^{i}	ske^{i}	skwe^{i}]
[si	spi	spli]	[si	ski	skwi]
[sæ	spæ	splæ]	[sæ	skæ	skwæ]
[so^{u}	spo^{u}	splo^{u}]	[so^{u}	sko^{u}	skwo^{u}]
[sə	spə	splə]	[sə	skə	skwə]
[sɔ	spɔ	splɔ]	[sɔ	skɔ	skwɔ]

F

Robert, we need to know your address for our records.

Yes, sir. I live at two twenty nine Spruce Street.

Is that near Washington Square?

Yes, sir. I live in an apartment house there.

What is your telephone number?

Normandy two nine one one oh.

Teacher: [se^{i} ste^{i} stre^{i}]
Students: [se^{i} ste^{i} stre^{i}]

Teacher: [si sti stri]
Students: [si sti stri]

(Continue exercise. Repeat each line several times. Do not accept a [ə] between the [s] and following consonant.)

2. Repeat 1 above, using B, C, D, and E.

3. Choral and individual repetition of F. Insist on exact imitation of the indicated intonation patterns.

4. (Note: This lesson presents drills on word stress. All English words of more than one syllable have one syllable that is louder and longer than the others called the stressed syllable. The students should be encouraged to learn where the stressed syllable is as they learn each new word.) Have the students extract all of the words of more than one syllable from F above. Write these words on the blackboard. Pronounce these words and ask the students to identify the stressed syllable in each word and mark it with [ʹ] :

Róbert twénty télephone
addréss Wáshington númber
récord apártment Nórmandy

Have choral repetition of these words.

5. (Note: There are only a few general rules that can be given about where the stress falls. Inform students that the vast majority of English words have the stress on the first syllable but there are many, many words with the the stress on other than the first syllable.) Choral repetition of G, H, I, J, K.

[si sti stri] [si spi spri]
[sæ stæ stræ] [sæ spæ spræ]
[so^{u} sto^{u} stro^{u}] [so^{u} spo^{u} spro^{u}]
[sə stə strə] [sə spə sprə]
[sɔ stɔ strɔ] [sɔ spɔ sprɔ]

C

[se^{i} ske^{i} skre^{i}]
[si ski skri]
[sæ skæ skræ]
[so^{u} sko^{u} skro^{u}]
[sə skə skrə]
[sɔ skɔ skrɔ]

D

[se^{i} spe^{i} sple^{i}]
[si spi spli]
[sæ spæ splæ]
[so^{u} spo^{u} splo^{u}]
[sə spə splə]
[sɔ spɔ splɔ]

E

[se^{i} ske^{i} skwe^{i}]
[si ski skwi]
[sæ skæ skwæ]
[so^{u} sko^{u} skwo^{u}]
[sə skə skwə]
[sɔ skɔ skwɔ]

F

Robert, we need to know your address for our records.

Yes, sir. I live at two twenty nine Spruce Street.

Is that near Washington Square?

Yes, sir. I live in an apartment house there.

What is your telephone number?

Normandy two nine one one oh.

6. Have individual students or small groups read the first word in each group, G through K. For example:

   Student: grámmar
   bambóo
   négative
   expénsive
   understánd

7. (Note: The endings "-er", "-est" and "-ing" never have the word stress.) Choral and individual repetition of L, M, and N.

8. (Note: One regular feature of word stress is that words ending in [-šən] (usually spelled -tion) have the word stress on the syllable immediately before [-šən]. Choral and individual repetition of O.

9. Choral and individual repetition of the dialog of F. (Insist on exact imitation of the indicated intonation patterns.)

10. Have individual students (or small groups) repeat the dialog of F from memory. (Check on intonation, word stress, the pronunciation of [spr-] of Spruce; [str-] of street; [skw-] of square; [-dr-] of address; [v] of live; [s] of yes. If the students have difficulty with any of these sounds, return to the appropriate lesson and review.

G

grámmar
English
Mónday
mángo
lésson
móney
úseful
cóffee
téacher

H

bambóo
revíew
convért
corréct
befóre
descríbe
expréssed
inclúde
Chinése

I

négative
pérsonal
síngular
ínteresting
úsually

J

expénsive
exámple
linguístics
proféssor
Decémber
Novémber
impórtant
encóurage

K

understánd
introdúce
cigarétte
interfére
pionéer
overlóok
represént
intercépt

L

cóoking
smíling
wáiting
swímming
júmping
wórking
éating

M

cléaner
chéaper
ólder
cólder
thícker
thínner
slówer

N

fáttest
néwest
slówest
whítest
bíggest
óldest
chéapest

O

combinátion
conversátion
informátion
atténtion
invitátion
educátion
pronunciátion
contribútion

LESSON TWENTY-SEVEN

Recognition and Production of [ɛ] and [ɪ]

Reduced Forms of him, her, and them

Teacher Guide Twenty-seven

1. Drill A and B for recognition of and [ɪ]. (Not for student repetition.) Use the following types of drills:
    - a. Same or different :
    - b. Which are the same 1-2, 1-3 or 2-3?
    - c. Which column, A or B?
2. Choral and individual repetition of C. For example:

    Teacher: [ɪ ɛ ɪ ɛ ɪ]
    Students: [ɪ ɛ ɪ ɛ ɪ]
    (Continue repetitions.)

3. Choral and individual repetition of D and E in pairs. For example:

    Teacher: mitt-met
    Students: mitt-met
    (Continue repetition.)

4. Choral and individual repetition of D.
5. Choral and individual repetition of E.
6. Opposite response drill using D and E. For example:

    Teacher: mitt
    Students: met

    Teacher: ten
    Students: tin

    (Continue drill. If students have difficulty hearing or producing the difference between [ɛ] and [ɪ] at this point, review the above drills.)

7. Read the sentences of F. Direct the students' attention to the contracted form of him, her, them.
8. Ask the students to describe the pronunciation of him, her, and them in the sentences of F. (Note: In normal, repid speech the [h] of him and her and the [ð] of them are not

Student Guide Twenty-seven

A	B	C
[ɪt]	[ɛt]	[ɪ ɛ ɪ ɛ ɪ]
[ɪd]	[ɛd]	[ɪ ɛ ɪ ɛ ɪ]
[ɪk]	[ɛk]	[ɪt ɛt ɪt ɛt ɪt]
[ɪl]	[ɛl]	[ɪt ɛt ɪt ɛt ɪt]
[ɪs]	[ɛs]	[bɪt bɛt bɪt bɛt bɪt]
[ɪm]	[ɛm]	[bɪt bɛt bɪt bɛt bɪt]

	D		E	
1.	[mɪt]	mitt	[mɛt]	met
2.	[bɪd]	bid	[bɛd]	bed
3.	[sɪt]	sit	[sɛt]	set
4.	[tɪn]	tin	[tɛn]	ten
5.	[ǰɪm]	Jim	[ǰɛm]	gem
6.	[bɪg]	big	[bɛg]	beg

F

[pliz gɪv ɪm ðə bʊk]
Please give him the book.
[plɪz gɪv ə́ ðə bʊk]

Please give her the book.
[plɪz gɪv əm ðə bʊk]
Please give them the book.

G	H
[tɛl ə́ ðə stɔri]	[ai wənt tu hɛlp ɪm]
[tɛl ɪm ðə stɔri]	[ai wənt tu hɛlp ə́]
[tɛl əm ðə stɔri]	[ai wənt tu hɛlp əm]

I

Have you seen Mary today?
No, but I saw her [sɔ́ ə́] yesterday.
Have you seen Bill today?
No, but I saw him [sɔ́ ɪm] yesterday.
Have you seen Bill and Mary?

No, but I saw them [sɔ́ əm] yesterday.

choral and individual repetition of A

Use the following types of drills:

a. Same or different :
b. Which are the same 1-2, 1-3 or 2-3?
c. Which column, A or B?

2. Choral and individual repetition of C. For example:

Teacher: [ɪ ɛ ɪ ɛ ɪ]
Students: [ɪ ɛ ɪ ɛ ɪ]
(Continue repetitions.)

3. Choral and individual repetition of D and E in pairs.
For example:

Teacher: mitt-met
Students: mitt-met
(Continue repetition.)

4. Choral and individual repetition of D.

5. Choral and individual repetition of E.

6. Opposite response drill using D and E. For example:

Teacher: mitt
Students: met

Teacher: ten
Students: tin

(Continue drill. If students have difficulty hearing or producing the difference between [ɛ] and [ɪ] at this point, review the above drills.)

7. Read the sentences of F. Direct the students' attention to the contracted form of him, her, them.

8. Ask the students to describe the pronunciation of him, her, and them in the sentences of F. (Note: In normal, rapid speech the [h] of him and her and the [ð] of them are not pronounced in this position.)

9. Choral and individual repetition of the phrases of F, G, and H. (Insist on the contracted forms of him, her, and them.)

		[ɪ ɛ ɪ ɛ ɪ]
[ɪd]	[ɛd]	[ɪ ɛ ɪ ɛ ɪ]
[ɪk]	[ɛk]	[ɪt ɛt ɪt ɛt ɪt]
[ɪl]	[ɛl]	[ɪt ɛt ɪt ɛt ɪt]
[ɪs]	[ɛs]	[bɪt bɛt bɪt bɛt bɪt]
[ɪm]	[ɛm]	[bɪt bɛt bɪt bɛt bɪt]

	D		E	
1.	[mɪt]	mitt	[mɛt]	met
2.	[bɪd]	bid	[bɛd]	bed
3.	[sɪt]	sit	[sɛt]	set
4.	[tɪn]	tin	[tɛn]	ten
5.	[ǰɪm]	Jim	[ǰɛm]	gem
6.	[bɪg]	big	[bɛg]	beg

F

[pliz gɪv ɪm ðə bʊk]
Please give him the book.
[plɪz gɪv ə́ ðə bʊk]

Please give her the book.
[plɪz gɪv əm ðə bʊk]
Please give them the book.

G	H
[tɛl ə́ ðə stɔri]	[ai wənt tu hɛlp ɪm]
[tɛl ɪm ðə stɔri]	[aⁱ wənt tu hɛlp ə́]
[tɛl əm ðə stɔri]	[aⁱ wənt tu hɛlp əm]

I

Have you seen Mary today?

No, but I saw her [sɔ́ ə́] yesterday.

Have you seen Bill today?

No, but I saw him [sɔ́ ɪm] yesterday.

Have you seen Bill and Mary?

No, but I saw them [sɔ́ əm] yesterday.

6. Have individual students or small groups read the first word in each group, G through K. For example:

   Student: grámmar
   bambóo
   négative
   expénsive
   understánd

7. (Note: The endings "-er", "-est" and "-ing" never have the word stress.) Choral and individual repetition of L, M, and N.

8. (Note: One regular feature of word stress is that words ending in [-šən] (usually spelled -tion) have the word stress on the syllable immediately before [-šən]. Choral and individual repetition of O.

9. Choral and individual repetition of the dialog of F. (Insist on exact imitation of the indicated intonation patterns.)

10. Have individual students (or small groups) repeat the dialog of F from memory. (Check on intonation, word stress, the pronunciation of [spr-] of Spruce; [str-] of street; [skw-] of square; [-dr-] of address; [v] of live; [s] of yes. If the students have difficulty with any of these sounds, return to the appropriate lesson and review.

G	H	I
grámmar	bambóo	négative
Énglish	revíew	pérsonal
Mónday	convért	síngular
mángo	corréct	ínteresting
lésson	befóre	úsually
móney	descríbe	
úseful	expréssed	
cóffee	inclúde	
téacher	Chinése	

J	K	L
expénsive	understánd	cóoking
exámple	introdúce	smíling
linguístics	cigarétte	wáiting
proféssor	interfére	swímming
Decémber	pionéer	júmping
Novémber	overlóok	wórking
impórtant	represént	éating
encóurage	intercépt	

M	N	O
cléaner	fáttest	combinátion
chéaper	néwest	conversátion
ólder	slówest	informátion
cólder	whítest	atténtion
thícker	bíggest	invitátion
thínner	óldest	educátion
slówer	chéapest	pronunciátion
		contribútion

LESSON TWENTY-SEVEN

Recognition and Production of [ε] and [ɪ]

Reduced Forms of him, her, and them

Teacher Guide Twenty-seven

1. Drill A and B for recognition of and [ɪ]. (Not for student repetition.) Use the following types of drills:
   - a. Same or different :
   - b. Which are the same 1-2, 1-3 or 2-3?
   - c. Which column, A or B?
2. Choral and individual repetition of C. For example:

   Teacher: [ɪ ε ɪ ε ɪ]
   Students: [ɪ ε ɪ ε ɪ]
   (Continue repetitions.)
3. Choral and individual repetition of D and E in pairs. For example:

   Teacher: mitt-met
   Students: mitt-met
   (Continue repetition.)
4. Choral and individual repetition of D.
5. Choral and individual repetition of E.
6. Opposite response drill using D and E. For example:

   Teacher: mitt
   Students: met

   Teacher: ten
   Students: tin

   (Continue drill. If students have difficulty hearing or producing the difference between [ε] and [ɪ] at this point, review the above drills.)
7. Read the sentences of F. Direct the students' attention to the contracted form of him, her, them.
8. Ask the students to describe the pronunciation of him, her, and them in the sentences of F. (Note: In normal, rapid speech the [h] of him and her and the [ð]

Student Guide Twenty-seven

A	B	C				
[ɪt]	[εt]	[ɪ	ε	ɪ	ε	ɪ]
[ɪd]	[εd]	[ɪ	ε	ɪ	ε	ɪ]
[ɪk]	[εk]	[ɪt	εt	ɪt	εt	ɪt]
[ɪl]	[εl]	[ɪt	εt	ɪt	εt	ɪt]
[ɪs]	[εs]	[bɪt	bεt	bɪt	bεt	bɪt]
[ɪn]	[εn]	[bɪt	bεt	bɪt	bεt	bɪt]

	D		E	
1.	[mɪt]	mitt	[mεt]	met
2.	[bɪd]	bid	[bεd]	bed
3.	[sɪt]	sit	[sεt]	set
4.	[tɪn]	tin	[tεn]	ten
5.	[ǰɪm]	Jim	[ǰεm]	gem
6.	[bɪg]	big	[bεg]	beg

F

[pliz gɪv ɪm ðə bʊk]
Please give him the book.
[plɪz gɪv ə́ ðə bʊk]

Please give her the book.
[plɪz gɪv əm ðə bʊk]
Please give them the book.

G

[tεl ə́ ðə stɔri]
[tεl ɪm ðə stɔri]
[tεl əm ðə stɔri]

H

[aⁱ wənt tu hεlp ɪm]
[aⁱ wənt tu hεlp ə́]
[aⁱ wənt tu hεlp əm]

I

Have you seen Mary today?
No, but I saw her [sɔ́ ə́] yesterday.
Have you seen Bill today?
No, but I saw him [sɔ́ ɪm] yesterday.
Have you seen Bill and Mary?

No, but I saw them [sɔ́ əm] yesterday.

Use the following types of drills:

a. Same or different :
b. Which are the same 1-2, 1-3 or 2-3?
c. Which column, A or B?

2. Choral and individual repetition of C. For example:

Teacher: [ɪ ɛ ɪ ɛ ɪ]
Students: [ɪ ɛ ɪ ɛ ɪ]
(Continue repetitions.)

3. Choral and individual repetition of D and E in pairs.
For example:

Teacher: mitt-met
Students: mitt-met
(Continue repetition.)

4. Choral and individual repetition of D.

5. Choral and individual repetition of E.

6. Opposite response drill using D and E.
For example:

Teacher: mitt
Students: met

Teacher: ten
Students: tin

(Continue drill. If students have difficulty hearing or producing the difference between [ɛ] and [ɪ] at this point, review the above drills.)

7. Read the sentences of F. Direct the students' attention to the contracted form of him, her, them.

8. Ask the students to describe the pronunciation of him, her, and them in the sentences of F. (Note: In normal, rapid speech the [h] of him and her and the [ð] of them are not pronounced in this position.)

9. Choral and individual repetition of the phrases of F, G, and H. (Insist on the contracted forms of him, her, and them.)

		[ɪ ɛ ɪ ɛ ɪ]
[ɪd]	[ɛd]	[ɪ ɛ ɪ ɛ ɪ]
[ɪk]	[ɛk]	[ɪt ɛt ɪt ɛt ɪt]
[ɪl]	[ɛl]	[ɪt ɛt ɪt ɛt ɪt]
[ɪs]	[ɛs]	[bɪt bɛt bɪt bɛt bɪt]
[ɪm]	[ɛm]	[bɪt bɛt bɪt bɛt bɪt]

	D		E	
1.	[mɪt]	mitt	[mɛt]	met
2.	[bɪd]	bid	[bɛd]	bed
3.	[sɪt]	sit	[sɛt]	set
4.	[tɪn]	tin	[tɛn]	ten
5.	[ǰɪm]	Jim	[ǰɛm]	gem
6.	[bɪg]	big	[bɛg]	beg

F

[pliz gɪv ɪm ðə bʊk]
Please give him the book.
[plɪz gɪv ə́ ðə bʊk]

Please give her the book.
[plɪz gɪv əm ðə bʊk]
Please give them the book.

G	H
[tɛl ə́ ðə stɔri]	[ai wənt tu hɛlp ɪm]
[tɛl ɪm ðə stɔri]	[ai wənt tu hɛlp ə́]
[tɛl əm ðə stɔri]	[ai wənt tu hɛlp əm]

I

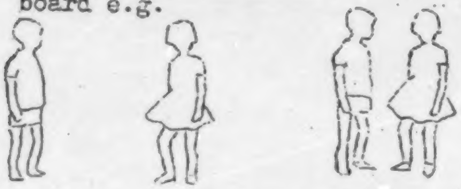
Have you seen Mary today?
No, but I saw her [sɔ́ ə́] yesterday.
Have you seen Bill today?
No, but I saw him [sɔ́ ɪm] yesterday.
Have you seen Bill and Mary?

No, but I saw them [sɔ́ əm] yesterday.

138

Teacher Guide Twenty-seven (Cont'd)

10. Draw stick figures of a boy, a girl and a boy and a girl on the blackboard e.g.



Using F, point to the figure of the boy and tell the students to respond:

"Please give her the book."

Point to the boy and the girl figures and the students respond:

"Please give them the book."

Point to the figures at random and the students respond with the appropriate phrase. (Continue drill. Insist on the contracted forms of him, her, and them.)

Student Guide Twenty-seven (Cont'd)

J

Hello, Mr. Yates. Have you seen Robert?

Hello, Jim. No, I haven't seen him [sín m] today.

If you see him [si m] tell him [tɛl m]

I'm looking for him [fər m] will you?

All right, Jim.

Thanks very much. Goodbye.

You're welcome. Goodbye.

11. Repeat the above drill with G and H.

12. Choral and individual repetition of I.

13. Ask the question of I at random and the students respond with the appropriate answer:
For example:

Teacher: Have you seen Mary today?
Students: No, but I saw her [so ə́] yesterday.
(Continue exercise.)

14. Choral and individual repetition of J.
(Insist on exact imitation of the indicated intonation patterns.)

15. Have individuals students (or small groups) repeat the dialog of J from memory. Check on the intonation; rhythm; contracted form of him [m]; [e^{i}] in Yates; [l] in tell; [a^{1}m] of I'm; [ǰ] of Jim; [č] of much. If the students are weak in any of these sounds, return to the appropriate lesson and review.

LESSON TWENTY-EIGHT

Sentence Stress
Breath Pauses in Reading Exercise

Teacher Guide Twenty-eight

1. (Note: In an English utterance there is one or more words which the speaker wishes to emphasize or considers the most important and says the stressed syllable in these words louder than the other syllables in the utterance. This is called sentence stress. In the last lesson, word stress was presented. Word stress is fixed and invariable. Sentence stress is variable and can be moved about depending on the feeling of the speaker.) Repeat the sentences of A (not for repetition). Ask the students to notice the loudest stress in each phrase.

2. Read the sentences of A in order several times. Then read them at random and ask students to identify which sentence is being read:
For example:

   Teacher: I want to talk to my friend.

   Students: 2

   Teacher: I want to talk to my friend.

   Students: 4

   (Continue exercise until students can readily hear the stressed syllable.)

3. Choral and individual repetition of A.

4. **Teacher** says A-1
   Student: I want to talk to my friend.

   Teacher says A-1
   Student: I want to talk to my friend.

   Teacher says A-5
   Student: I want to talk to my friend.

5. (Note: Frequently there is more than one sentence stress.) Repeat B (not for repetition). Ask the students to identify the stressed syllables after the teacher reads each sentence.
For example:

Student Guide Twenty-eight

A

1. I want to talk to my friend.
2. I want to talk to my friend.
3. I want to talk to my friend.
4. I want to talk to my friend.
5. I want to talk to my friend.

B

6. I want to talk to my friend.
7. I want to talk to my friend.
8. I want to talk to my friend.

C

9. When are you going?
10. I'm going tomorrow.
11. Who is going?
12. Robert is going.
13. Where are you going?
14. I'm going to Dalat.
15. How do you feel?
16. I feel fine.

D

17. Do you want the black one or the white one?
18. Is today Monday or Tuesday?
19. I don't want to go. He wants to go.
20. Don't spend it, save it.
21. I gave the book to Jim, not Joe.
22. He's a doctor, not a teacher
23. Let's not go today, let's go tomorrow.

most important and says the stressed syllable in these words louder than the other syllables in the utterance. This is called sentence stress. In the last lesson, word stress was presented. Word stress is fixed and invariable. Sentence stress is variable and can be moved about depending on the feeling of the speaker.) Repeat the sentences of A (not for repetition). Ask the students to notice the loudest stress in each phrase.

2. Read the sentences of A in order several times. Then read them at random and ask students to identify which sentence is being read:
For example:

Teacher: I want to talk to my friend.

Students: 2

Teacher: I want to talk to my friend.

Students: 4

(Continue exercise until students can readily hear the stressed syllable.)

3. Choral and individual repetition of A.

4. Teacher says A-1
Student: I want to talk to my friend.

Teacher says A-1
Student: I want to talk to my friend.

Teacher says A-5
Student: I want to talk to my friend.

5. (Note: Frequently there is more than one sentence stress.) Repeat B (not for repetition). Ask the students to identify the stressed syllables after the teacher reads each sentence.
For example:

Teacher: I want to talk to my friend.

Students: talk and friend

(Continue exercise.)

6. Choral and individual repetition of B.

3. I want to talk to my friend.
4. I want to talk to my friend.
5. I want to talk to my friend.

B

6. I want to talk to my friend.
7. I want to talk to my friend.
8. I want to talk to my friend.

C

9. When are you going?
10. I'm going tomorrow.
11. Who is going?
12. Robert is going.
13. Where are you going?
14. I'm going to Dalat.
15. How do you feel?
16. I feel fine.

D

17. Do you want the black one or the white one?
18. Is today Monday or Tuesday?
19. I don't want to go. He wants to go.
20. Don't spend it, save it.
21. I gave the book to Jim, not Joe.
22. He's a doctor, not a teacher
23. Let's not go today, let's go tomorrow.

Teacher Guide Twenty-eight (cont'd)

7. (Note: In response to questions, that word (or words) which is the most important in answering the question usually has the loudest stress.) Choral repetition of C. (Point out to the xx question "when?" "Robert" answers the question "who?", etc. and therefore has the loudest stress.)

8. (Note: When a word is in contrast with another, both have equal sentence stress. The contrasting words may be in the same sentence as in D, or in a question and answer as in E.) Choral and individual repetition of D.

9. Choral and individual repetition of E.

10. Ask the questions of C and E and have the students give the appropriate response with the indicated intonation stress patterns.

11. (Note: When speaking or reading, there may be a very short pause after each word that has a sentence stress. These pauses will be marked with [/] in the students' materials.) Notice that if there is only one loud stress, there will be no pause until the end of the sentence. If there are two loud stresses, there may be a pause (breath pause) after the first stress and at the end of the sentence, and if there are three or more, there may be a pause after the first stress and at the end of the sentence, and if there are three or more, there may be a pause after each and at the end of the sentence.) Choral repetition of sentences of F. Pause at each occurrence of [/].

12. Read G several times asking the students to note the pauses as marked by [/].

13. Choral repetition of G. (First, stop at each pause marker and have the students repeat, then repeat the whole sentence with the indicated pauses.

14. Small group and individual readings of G.

15. Note: This lesson has occurrences of many of the pronunciation problems presented in previous lessons. Have students read all sentences in this lesson and check on production of [fr-, a^{1}m, -r, -l, -a'r, bl-, a^{1}t, sp-, -v, st-, dr-

Student Guide Twenty-eight (cont'd)

E

Is your house in Saigon?

No, in Dalat.

Do you play tennis?

No, I play football.

Are his eyes blue?

No. they're brown.

F

24. The man in the store is my uncle/

25. The man in the store/ is my uncle/

26. The man/ in the store/ is my uncle/

27. The gentleman in the drugstore is my father/

28. The gentleman in the drugstore/ is my father/

29. The gentleman/ in the drugstore/ is my father/

C

Robert Roe/ is a new student/ in our class/..
His home/ is in the State of Kansas/.
This year/ he will be a freshman/ in our university/. He is staying/ in an apartment house/ on Spruce Street/.
Most of the time/ he eats his meals/ in the school cafeteria. Sometimes/ he has lunch/ with his friends/ Jim and Joe/.

the loudest stress.)

8. (Note: When a word is in contrast with another, both have equal sentence stress. The contrasting words may be in the same sentence as in D, or in a question and answer as in E.) Choral and individual repetition of D.

9. Choral and individual repetition of E.

10. Ask the questions of C and E and have the students give the appropriate response with the indicated intonation stress patterns.

11. (Note: When speaking or reading, there may be a very short pause after each word that has a sentence stress. These pauses will be marked with [/] in the students' materials.) Notice that if there is only one loud stress, there will be no pause until the end of the sentence. If there are two loud stresses, there may be a pause (breath pause) after the first stress and at the end of the sentence, and if there are three or more, there may be a pause after the first stress and at the end of the sentence, and if there are three or more, there may be a pause after each and at the end of the sentence.) Choral repetition of sentences of F. Pause at each occurrence of [/].

12. Read G several times asking the students to note the pauses as marked by [/].

13. Choral repetition of G. (First, stop at each pause marker and have the students repeat, then repeat the whole sentence with the indicated pauses.

14. Small group and individual readings of G.

15. Note: This lesson has occurrences of many of the pronunciation problems presented in previous lessons. Have students read all sentences in this lesson and check on production of [fr-, a^1m, -r, -l, -a'r, bl-, a^1t, sp-, -v, st-, dr-, ð, r-, -s, -zŋ v-ŋ strŋ ǰ]. If the students have difficulty with any of these items, return to the appropriate lesson and review.

No, I play football.

Are his eyes blue?

No, they're brown.

F

24. The man in the store is my uncle/

25. The man in the store/ is my uncle/

26. The man/in the store/ is my uncle/

27. The gentleman in the drugstore is my father/

28. The gentleman in the drugstore/ is my father/

29. The gentleman/ in the drugstore/ is my father/

C

Robert Roe/ is a new student/ in our class/.. His home/ is in the State of Kansas/. This year/ he will be a freshman/ in our university/. He is staying/ in an apartment house/ on Spruce Street/. Most of the time/ he eats his meals/ in the school cafeteria. Sometimes/ he has lunch/ with his friends/ Jim and Joe/.

---

xx students that "tomorrow" answers the

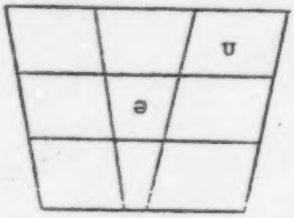
LESSON TWENTY-NINE

Recognition of [ʊ] and [ə]

Reading Exercise
Pronunciation of Intervocalic [t]

Teacher Guide Twenty-nine

1. Review pronunciation of [ʊ] in lesson Twenty-two.
2. Review pronunciation of [ə] in Lesson Twenty-four.
3. Drill A and B for recognition of [ʊ] and [ə]. Use the following types of drills:
   - a. Same or different?
   - b. Which are the same: 1-2, 1-3, or 2-3
   - c. Which column A or B?
4. Repeat the sets of words under C. Briefly describe the difference between [ʊ] and [ə]. (Note: [ʊ] is rounded; [ə] is unrounded; [ʊ] is low high-back, [ə] is mid central as indicated on the vowel chart below.)



5. Choral and individual repetition of C. For example:

   Teacher: [lʊk - lək - lʊk - lək - lʊk]

   Students: [lʊk - lək - lʊk - lək - lʊk]

   (Continue repetition.)
6. Choral and individual repetition of A and B in pairs. For example:

   Teacher: stud-stood
   Students: stud-stood

   (Continue repetition.)
7. Opposite response drill using A and B. For example:

Student Guide Twenty-nine

	A		B	
1.	[stəd]	stud	[stʊd]	stood
2.	[lək]	luck	[lʊk]	look
3.	[bək]	buck	[bʊk]	book
4.	[rəf]	rough	[rʊf]	roof
5.	[pət]	putt	[pʊt]	put

C

[lək - lʊk - lək - lʊk - lək]
[pət - pʊt - pət - pʊt - pət]
[tək - tʊk - tək - tʊk - tək]

D

mórning
tomorrow mórning
fáther/tomorrow mórning
***
to my fáther/tomorrow mórning
presént him/to my fáther/tomorrow mórning
to presént him/to my fáther/tomorrow mórning
going to presént him/to my father/tomorrow mórning
I'm going to presént him/to my fáther/tomorrow mórning.

E

The Republic of South Vietnam/ is one of the major countries/ of Southeast Asia/. It has a total population/ of approximately [əpráksəmətli] eleven million people/. The major cities/ of South Vietnam/ are Saigon/ the capital/ Nha-trang/ Hue/ and Dalat/.

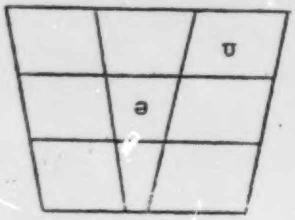
The chief products/ of South Vietnam/ are rice/ rubber/ and sugar.

of [ə] in Lesson Twenty-four.

3. Drill A and B for recognition of [ʊ] and [ə] . Use the following types of drills:

   a. Same or different?
   b. Which are the same: 1-2, 1-3, or 2-3
   c. Which column A or B?

4. Repeat the sets of words under C. Briefly describe the difference between [ʊ] and [ə] . (Note: [ʊ] is rounded; [ə] is unrounded; [ʊ] is low high-back, [ə] is mid central as indicated on the vowel chart below.)



5. Choral and individual repetition of C. For example:

   Teacher: [lʊk - lək - lʊk - lək - lʊk]

   Students: [lʊk - lək - lʊk - lək - lʊk]

   (Continue repetition.)

6. Choral and individual repetition of A and B in pairs. For example:

   Teacher: stud-stood
   Students: stud-stood

   (Continue repetition.)

7. Opposite response drill using A and B. For example:

   Teacher: book
   Students: buck

   Teacher: rough
   Students: roof

   (Continue exercise. If the students have difficulty with the recognition and production of [ʊ] and [ə] at this point, review the above exercises.)

1.	[stəd]	stud	[stʊd]	stood
2.	[lək]	luck	[lʊk]	look
3.	[bək]	buck	[bʊk]	book
4.	[rəf]	rough	[rʊf]	roof
5.	[pət]	putt	[pʊt]	put

C

[lək - lʊk - lək - lʊk - lək]

[pət - pʊt - pət - pʊt - pət]

[tək - tʊk - tək - tʊk - tək]

D

mórning
tomorrow mórning
fáther/tomorrow mórning
*** to my fáther/tomorrow mórning
presént him/to my fáther/tomorrow mórning
to presént him/to my fáther/tomorrow mórning
going to presént him/to my father/tomorrow mórning
I'm going to presént him/to my fáther/tomorrow mórning.

E

The Republic of South Vietnam/ is one of the major countries/ of Southeast Asia/. It has a total population/ of approximately [əpráksəmətli] eleven million people/. The major cities/ of South Vietnam/ are Saigon/ the capital/ Nha-trang/ Hue/ and Dalat/.

The chief products/ of South Vietnam/ are rice/ rubber/ and sugar.

*** my fáther/ tomorrow mórning

Teacher Guide Twenty-nine (cont'd)

8. Choral repetition of D. (Insist on exact imitation of the indicated intonation patterns and breath pauses.) Repeat the entire drill several times. (Use the reduced form of him ([ɪm] .)

9. Read all of E one or two times as students listen to the intonation and breath pauses.

10. Choral and individual repetition of the sentences of E. (The first repetition should be stopped at the [/] . The following repetition should be repetition of the entire sentences.

Student Guide Twenty-nine (continued)

F

[lɪtəl]	little
[mɛtəl]	metal
[sɪti]	city
[le^{i}tə́]	later
[bɛtə́]	better
[to^{u}təl]	total

11. Have individuals (or small groups) read E. (Check on the pronunciation of [-bl-] in Republic, [θ] in South, [ž] in Asia, [-l] in total and people, [ǰ] of major, and [š] of population. If the students have difficulty with these sounds, return to the appropriate lesson and review.

12. (Note: In American English, intervocalic [t] is pronounced by a rapid tap of the tip of the tongue against the alveolar ridge rather than a stop. The students' ability to understand spoken American English will be greatly enhanced if they learn to pronounce and recognize this sound.)
Choral and individual repetition of the words of F.

LESSON THIRTY

Production and Recognition of [-b-] and [-v-] in Medial Position
Intonation Drill
Reading Exercise

Teacher Guide Thirty

1. Review articulation of [b] and [v] by choral and individual repetition of A and B. (See Lessons 10 and 18 for additional review.)
   For example:

   Teacher: best-vest
   Students: best-vest
   (Continue repetition.)

2. Drill for recognition of [b] and [v] in medial position using C and D. Use the following types of exercises:

   a. Same or different?
   b. Which are the same, 1-2, 1-3, or 2-3?
   c. Which column C or D?

3. Choral and individual repetition of C and D in pairs.
   For example:

   Teacher: [əvə-əbə]
   Students: [əvə-əbə]
   (Continue repetition)

4. Choral repetition of E. (Insist on the bilabial-labiodental contrast in the production of [b] and [v].)
   For example:

   Teacher: [ævə æbə ævə æbə ævə]
   Students: [ævə æbə ævə æbə ævə]
   (Continue repetition.)

5. Choral and individual repetition of F and G in pairs.
   For example:

   Teacher: have it- habit
   Students: have it- habit
   (Continue repetition.)

6. Opposite response drill using F and G.
   For example:

   Teacher: have it
   Students: habit

Student Guide Thirty

A	B	C	D
[bɛst]	[vɛst]	[əvə]	[əbə]
[ba^{i}]	[va^{i}]	[avə]	[abə]
[bo^{u}t]	[vo^{u}t]	[ɔvə]	[ɔbə]
[bæt]	[væt]	[ivə]	[ibə]
[be^{i}n]	[ve^{i}n]	[uvə]	[ubə]
[bæn]	[væn]	[ɪvə]	[ɪbə]
[bɪr]	[vɪr]		

E

[ævə - æbə - ævə - æbə - ævə]
[əvə - əbə - əvə - əbə - əvə]

F		G	
[hǽvɪt]	have it	[hǽbɪt]	habit
[ró^{u}vɪŋ]	roving	[ro^{u}bɪŋ]	robing
[rǽvəl]	ravel	[rǽbəl]	rabble
[kə́və́d]	covered	[kə́bə́d]	cupboard

H

Do you want to go to the movie with us?

Which one are you going to?

We want to see the one at the Eden Theater.

Oh, I saw that one last night. I'll go with you some other time.

Is it a good show?

Yes, I think you'll like it.

Choral and individual repetition of A and B. (See Lessons 10 and 18 for additional review.)
For example:

Teacher: best-vest
Students: best-vest
(Continue repetition.)

2. Drill for recognition of [b] and [v] in medial position using C and D. Use the following types of exercises:

   a. Same or different?
   b. Which are the same, 1-2, 1-3, or 2-3?
   c. Which column C or D?

3. Choral and individual repetition of C and D in pairs.
   For example:

   Teacher: [əvə-əbə]
   Students: [əvə-əbə]
   (Continue repetition)

4. Choral repetition of E. (Insist on the bilabial-labiodental contrast in the production of [b] and [v].)
   For example:

   Teacher: [ævə æbə ævə æbə ævə]
   Students: [ævə æbə ævə æbə ævə]
   (Continue repetition.)

5. Choral and individual repetition of F and G in pairs.
   For example:

   Teacher: have it- habit
   Students: have it- habit
   (Continue repetition.)

6. Opposite response drill using F and G.
   For example:

   Teacher: have it
   Students: habit

   Teacher: rabble
   Students: ravel
   (Continue exercise.)

7. Choral repetition of H. (Insist on exact imitation of the indicated intonation patterns.)

A	B	C	D
[bɛst]	[vɛst]	[əvə]	[əbə]
[ba^{i}]	[va^{i}]	[avə]	[abə]
[bo^{u}t]	[vo^{u}t]	[ɔvə]	[ɔbə]
[bæt]	[væt]	[ivə]	[ibə]
[be^{i}n]	[ve^{i}n]	[uvə]	[ubə]
[bæn]	[væn]	[ɪvə]	[ɪbə]
[bɪr]	[vɪr]		

E

[ævə - æbə - ævə - æbə - ævə]
[əvə - əbə - əvə - əbə - əvə]

F		G	
[hǽvɪt]	have it	[hǽbɪt]	habit
[róuvɪŋ]	roving	[ro^{u}bɪŋ]	robing
[rǽvəl]	ravel	[rǽbəl]	rabble
[kə́və́d]	covered	[kə́bə́d]	cupboard

H

Do you want to go to the movie with us?

Which one are you going to?

We want to see the one at the Eden Theater.

Oh, I saw that one last night. I'll go with you some other time.

Is it a good show?

Yes, I think you'll like it.

Well, we'll see you later.

Goodbye, have a good time.

8. Have individual students (or small groups) repeat the dialog of H from memory. (Check on the pronunciation of [č] in which; [v] in movie; [ð] in that; [θ] in think; [a^{i}l] in I'll; [yul] in you'll; [š] in show; [l] in well; [e'] and [ţ] (see Lesson Twenty-nine) in later; and the intonation. If the students have difficulty with any of these sounds, return to the appropriate lesson and review.)

9. Read "I" one or two times as students listen to the intonation; breath pauses and pronunciation of sound segments.

10. Choral repetition of I.

11. Individual students (or small groups) read the sentences of I. (Insist on breath pauses at indicated points[/].)

12. Have the students go through I extracting all of the words that contain [o^{u}] . Write the words on the blackboard (spoken, also, most, though, no) Have choral and individual repetition of these words.

13. Have the students extract all of the words in I that contain [e^{i}] (native, States, Australia (ɔstre^{i}lyəl .Write them on the blackboard. Choral repetitions of these words.

14. Extract all of the words of I that contain [ɪ] . Write them on the blackboard. (is, in hemisphere, it, British, America, Africa, if, will, little) Choral repetition of these words. (If the students have difficulty with the sounds drilled in 12, 13, and 14, return to the appropriate lesson and review.)

I

The English language is spoken/ as the native language/ of many people/ in all parts of the world/. In the western hemisphere [hɛ́məsfɪr]/ it is spoken in Canada/ and in the United States of America/. In Europe it is spoken/ in the British Isles/, and in Africa/ in the Union of South Africa/. English is also the native language/ of most of the people/ in Australia and New Zealand/. In addition to the people in these countries/, there are people in every country of the world/ that speak English as a second language/. Even though/ there are minor differences/ in the English spoken by people from the various English speaking countries/, a man from England/ has no difficulty/ understanding a man from America /, nor a man from New Zealand/ understanding a man from South Africa/. If we learn the English/ spoken by any of these people/, we will have little or no difficulty/ understanding people/ from any of the English speaking countries.

LESSON THIRTY-ONE

The Recognition and Production of [ž]
Pronunciation of the Contracted Form of "have"
Reading Exercise

Teacher Guide Thirty-one

1. Review the pronunciation of [š] in lesson Nine.
2. Pronounce the words of A as the students' attention is directed to the [ž] sound in each word. Explain briefly that the articulation of [ž] is like that of [š] with the addition of voice.
3. Choral and individual repetition of A. For example:

   Teacher: [əšə əžə əšə əžə]
   Students: [əšə əžə əšə əžə]
   (Continue repetition)

4. Choral and individual repetition of A. For example:

   Teacher: measure
   Students: measure
   (Continue repetition.)

5. Choral repetition of the sentences of C. Insist on exact imitation of the indicated intonation patterns.
6. Have individual students (or small groups) read the sentences of C. (Check on the production of [ž]. If the students have difficulty pronouncing [ž], repeat the above drills.)
7. (Note: The auxilliary verb have (as in have gone, have eaten, have seen, have been) in normal, rapid speech is regularly reduced to [v] or [əv] forming the contractions as given under D in the Student Guide. [v] is used most frequently after I, we, you, and they; in nearly all other situations [əv] is used.) Choral and individual repetition of D. (Repeat each line several times. Insist on exact imitation of the contracted forms.)
8. Read D as the students listen.

Student Guide Thirty-one

A

[méžə́]	measure
[plɛžə́]	pleasure
[e^{i}žə]	Asia
[be^{i}ž]	beige
[gəraž]	garage
[trɛžə́]	treasure
[æžə́]	azure
[ruž]	rouge
[kənfúžən]	confusion

B

[əšə əžə əšə əžə]
[æšə æžə æšə æžə]
[ašə ažə ašə ažə]

C

[a^{i}l mɛžə́ ɪt]
I'll measure it.

[ɪts ə plɛžə́ tu no^{u} yu]
It's a pleasure to know you.

[sa^{u}θ viɛtnam ɪz/sa^{u}θist e^{i}žə]
ɪn
South Vietnam is in Southeast Asia.

[ðe^{i}v fa^{u}nd ðə trɛžə́]
They've found the treasure.

[do^{u}nt ǰəmp tu kənlužənz]
Don't jump to conclusions.

Teacher Guide Thirty-one (cont'd)

9. Choral repetition of the sentences of D.
10. Have individual students (or small groups) read the sentences of D. (Check on the intonation and breath pauses. Check on the production of all sounds taught in previous lessons. If the students have difficulty with any of these sounds, return to the appropriate lesson and review.)

Student Guide Thirty-one (cont'd)

D

[a^{i}v sin ɪt]	I've seen it.
[wi· bɪn ðɛr]	We've been there.
[yuv rɛd ɪt]	You've read it.
[ðe^{i}v dən ɪt]	They've done it.
[šʊd əv sin ɪt]	Should've seen it.
[kʊd əv sin ɪt]	Could've seen it.
[wʊd əv sin ɪt]	Would've seen it.
[me^{i} əv sin ɪt]	May have seen it.
[ma^{i}t əv sin ɪt]	Might've seen it.

E

There are only thirty-eight/ distinctive/ consonant and vowel sounds/ in the English language/. Some of these/, not all/, are problems/ for speakers of Vietnamese/ who wish to speak English well/ and want to be easily understood by others/. The sounds that are problems/ must be studied and practiced/ until their production and recognition/ become automatic.

Frequently/ a very good pronunciation/ is marred by poor production of just one or two sounds/. For example, in the sentence?:

"This is the city I live in"/

the vowel [ɪ] occurs five times/. If the speaker has excellent control/ of all the other sounds/ of the sentence/ but cannot pronounce [ɪ] well/, it will be difficult to understand him/ and it will be considered/ that he has poor pronunciation in English/.

Usually/ a person learning a foreign language does not make many mistakes in pronunciation/ , but he makes the same mistake many times.